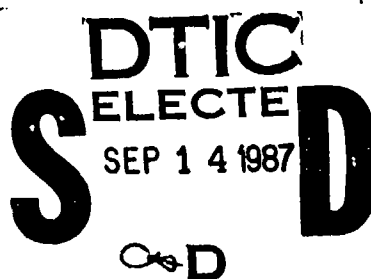


Research Report 1441

AD-A184 497

# Development of Behavior-Based Rating Scales and Analysis of Recruiter Selection Battery Data for the Army Recruiter Job

Walter C. Borman, Teresa L. Russell, and Nancy J. Skilling  
Personnel Decisions Research Institute



Manpower and Personnel Policy Research Group  
Manpower and Personnel Research Laboratory



U.S. Army

Research Institute for the Behavioral and Social Sciences

May 1987

Approved for public release; distribution unlimited.

87 9 9 053

# **DEVELOPMENT OF BEHAVIOR-BASED RATING SCALES AND ANALYSIS OF RECRUITER SELECTION BATTERY DATA FOR THE ARMY RECRUITER JOB**

**Walter C. Borman, Teresa L. Russell, and Nancy J. Skilling**

Personnel Decisions Research Institute

for  
Contracting Officer's Representative  
Deirdre J. Knapp

Manpower and Personnel Policy Research Group  
Curt Gilroy, Chief

Manpower and Personnel Research Laboratory  
Newell K. Eaton, Director

**U.S. ARMY RESEARCH INSTITUTE FOR THE BEHAVIORAL AND SOCIAL SCIENCES**  
5001 Eisenhower Avenue, Alexandria, Virginia 22333-5600

Office, Deputy Chief of Staff for Personnel  
Department of the Army

May 1987

# U.S. ARMY RESEARCH INSTITUTE FOR THE BEHAVIORAL AND SOCIAL SCIENCES

A Field Operating Agency under the Jurisdiction of the  
Deputy Chief of Staff for Personnel

EDGAR M. JOHNSON  
Technical Director

WM. DARRYL HENDERSON  
COL, IN  
Commanding

Research accomplished under contract  
for the Department of the Army

Personnel Decisions Research Institute

Technical review by

Deirdre J. Knapp  
Rebecca M. Pliske



Accession For	
NTIS CRA&I	<input checked="" type="checkbox"/>
DTIC TAB	<input type="checkbox"/>
Unannounced	<input type="checkbox"/>
Justification	
By	
Distribution /	
Availability Codes	
Dist	Avail and/or Special
A-1	

## NOTICES

**DISTRIBUTION:** Primary distribution of this report has been made by ARI. Please address correspondence concerning distribution of reports to: U.S. Army Research Institute for the Behavioral and Social Sciences, ATTN: PERI-POT, 5001 Eisenhower Ave., Alexandria, Virginia 22333-5600.

**FINAL DISPOSITION:** This report may be destroyed when it is no longer needed. Please do not return it to the U.S. Army Research Institute for the Behavioral and Social Sciences.

**NOTE:** The findings in this report are not to be construed as an official Department of the Army position, unless so designated by other authorized documents.

SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

DD FORM 1 JAN 73 1473 EDITION OF 1 NOV 65 IS OBSOLETE

SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

## ARI Research Report 1441.

## 20. Abstract (Continued)

and (2) the final Army recruiter scales with revised definitions and anchors provide a relatively unambiguous depiction of the various performance areas for this job, as well as the effectiveness levels within each area.

A second purpose here was to initiate evaluation of the experimental Recruiter Selection Battery (RSB-X) for use in identifying persons with high potential for Army recruiting. Toward this end, the RSB-X was administered to 417 trainees in the Army recruiter school. Responses to the RSB-X were scored on four keys developed previously to predict performance in Navy recruiting, and these scores for the Army sample were compared to scores on the same keys obtained by Navy recruiters in a 1977 sample (N = 194). Total scores across all four keys were very similar for the Army and Navy samples. However, on three of the four keys, Army mean scores were significantly different from Navy means. Factor analyses of correlations between keyed items for both the Army and Navy samples revealed factors that were readily interpretable and were similar across the two samples. These factors potentially indicate underlying personality constructs important for success in military recruiting.

The Army recruiter rating scales should be used in future personnel research when performance scores for individual recruiters were required. They might also be used for recruiter assessment to target professional development and growth interventions. Finally, after additional research, the RSB-X could be employed to help identify Army enlisted personnel likely to perform effectively as recruiters.

ARI Research Reports and Technical Reports are intended for sponsors of R&D tasks and for other research and military agencies. Any findings ready for implementation at the time of publication are presented in the last part of the Brief. Upon completion of a major phase of the task, formal recommendations for official action normally are conveyed to appropriate military agencies by briefing or Disposition Form.

---

## FOREWORD

The Army Research Institute (ARI) is currently conducting research designed to enhance the quality of the Army's recruiting force. One vehicle for maintaining an effective recruiting force is selection of individuals who possess the skills, abilities, and personal characteristics requisite to successful recruiter performance.

ARI's work on recruiter selection is an essential part of the mission of the Manpower and Personnel Policy Research Group, Manpower and Personnel Research Laboratory, to conduct research to improve the Army's capability to effectively and efficiently recruit its personnel. Work was undertaken to enhance the effectiveness of recruiter sales training through improved selection for training in accordance with the Memorandum of Understanding Between the U.S. Army Research Institute and the U.S. Army Recruiting Command, signed 17 Oct 84 and 1 Oct 84, subject: ARI/USAREC Research and Development Program. Results of this effort were briefed to the Chief of the Recruiter Training Division, Recruiting Operations Directorate, USAREC, on 15 October 1986.

This report summarizes research on military recruiter selection and performance measurement and provides guidance on the predictors likely to be useful for military recruiter selection.



EDGAR M. JOHNSON  
Technical Director

# DEVELOPMENT OF BEHAVIOR-BASED RATING SCALES AND ANALYSIS OF RECRUITER SELECTION BATTERY DATA FOR THE ARMY RECRUITER JOB

## EXECUTIVE SUMMARY

---

### Requirement:

One approach to maintaining an effective recruiting force is to select individuals possessing the personal characteristics important for success in recruiting. This in turn requires performance criteria to provide accurate appraisals of recruiter effectiveness. Accordingly, the purposes of the present research were (1) to develop behavior-based rating scales for evaluating enlisted Army recruiter performance, and (2) to initiate evaluation of the experimental Recruiter Selection Battery (RSB-X) for use in identifying persons with high potential for Army recruiting.

### Procedure:

In the scale development effort, behavior-based rating scales constructed previously for the Navy recruiter job served as a starting point. These scales were revised for Army use in workshops with experienced Army recruiters. Specifically, performance examples of recruiter behavior were generated by recruiters not aware of the dimension structure of the Navy scales to check for possible deficiencies of these dimensions for describing present requirements for Army recruiter performance. Also, recruiters attempted to retranslate these examples into the Navy dimensions to check further on the adequacy of these dimensions for the current Army recruiter job. And finally, another recruiter group helped revise the Navy definitions and behavioral anchors to be fully appropriate for describing Army recruiter performance, and recruiters provided a final check on these revisions in a retranslation of the revised behavioral anchors.

Regarding the RSB-X, the personality and background sections of this instrument were administered to 417 Army NCOs attending the recruiter school. Initial analyses of the responses included scoring individuals on keys developed in previous research with these same items in the Navy and Marine Corps, and then comparing the distributions of these scores with the distributions of scores on these same keys obtained in a Navy sample. In addition, for each of four scoring keys, item responses to the keyed items were intercorrelated and factor analyzed for the Army sample, and these factors were compared to factors obtained in the Navy sample using the same items.



## Findings:

The eight performance dimensions derived in previous Navy recruiter research appeared adequate for describing present performance requirements for Army recruiters. The performance examples generated here were easily retranslated into the eight Navy dimensions, with no significant additional performance areas revealed in the Army examples. However, considerable revision of the Navy scale definitions and behavioral anchors was required to make them appropriate for evaluating Army recruiter performance. The final retranslation of revised anchors suggested that the scales provide a relatively unambiguous depiction of the various performance areas in this job, as well as the effectiveness levels within each area.

Total scores across all four keys were very similar for the Army and Navy samples. However, on three of the four keys, Army mean scores were significantly different from Navy means. Factor analyses with the Army data yielded readily interpretable personality factors, potentially indicating personality constructs important for success in Army recruiting. Further, comparisons between these Army factors and factors obtained in the Navy recruiter sample (based on the same items) showed considerable similarities.

## Utilization of Findings:

1. The Army recruiter rating scales can be used in future personnel research when criterion performance scores for individual recruiters are required. Supervisor (and peer, if possible) ratings of performance should provide reasonably accurate multidimensional depictions of Army recruiter performance.
2. The rating scales can also be used for recruiter assessment to target professional development and growth interventions.
3. The RSB-X might be employed in the future to help select Army recruiters. After a validation study, the Navy keys or newly developed keys for this predictor battery could serve to identify Army enlisted personnel likely to perform effectively on recruiting duty.

**DEVELOPMENT OF BEHAVIOR-BASED RATING SCALES AND ANALYSIS OF  
RECRUITER SELECTION BATTERY DATA FOR THE ARMY RECRUITER JOB**

**CONTENTS**

---

	Page
INTRODUCTION . . . . .	1
DEVELOPMENT OF BEHAVIOR-BASED RATING SCALES . . . . .	2
Collecting Army Recruiter Performance Examples . . . . .	4
Refining Recruiter Rating Scales Developed in Past Research . . . . .	4
Integrating the Two Types of Retranslation Data into Final Rating Scales . . . . .	7
ANALYSIS OF RECRUITER SELECTION BATTERY (RSB-X) PREDICTOR DATA . . . . .	10
CONCLUSIONS . . . . .	15
REFERENCES . . . . .	16

**LIST OF APPENDIXES**

APPENDIX A. NAVY RECRUITER PERFORMANCE RATING SCALES . . . . .	A-1
B. CRITICAL INCIDENT WORKSHOP MATERIALS . . . . .	B-1
C. CRITICAL INCIDENT RETRANSLATION DATA . . . . .	C-1
D. SUMMARY STATEMENT RETRANSLATION WORKSHOP INSTRUCTIONS . . . . .	D-1
E. SUMMARY STATEMENT RETRANSLATION DATA . . . . .	E-1
F. FINAL ARMY RECRUITER PERFORMANCE RATING SCALES . . . . .	F-1
G. RECRUITER SELECTION BATTERY - EXPERIMENTAL (RSB-X) . . . . .	G-1

## CONTENTS (Continued)

Page

### LIST OF TABLES

Table 1. Demographics of recruiters providing critical incidents . . . . .	5
2. Demographics of critical incident retranslation sample . . . . .	6
3. Demographics of summary statement retranslation sample . . . . .	9
4. Means and standard deviations of keyed responses for Army and Navy samples . . . . .	12
5. Factor analysis results for the Army and Navy samples . . . . .	13

### LIST OF FIGURES

Figure 1. Example of a behavior rating scale for Navy recruiters . . . . .	3
2. Example "blank" rating scale . . . . .	8

## **DEVELOPMENT OF BEHAVIOR-BASED RATING SCALES AND ANALYSIS OF RECRUITER SELECTION ASSIGNMENT BATTERY DATA FOR THE ARMY RECRUITER JOB**

### **Introduction**

The U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) has undertaken a research effort targeted toward improving Army recruiter selection and assignment. This objective requires development of criterion measures that may be used to assess the validity of predictors, along with an examination of existing predictor measures to evaluate their potential for effectiveness in selecting recruiters.

In support of these research directions, two major purposes of this project were: (1) to provide ARI with behavior-based rating scales that can be used to generate criterion performance scores in future recruiter selection research; and (2) to initiate evaluation of the experimental Recruiter Selection Battery (RSB-X), a predictor measure employed successfully in past validation research to identify effective Navy recruiters, for possible use in predicting Army recruiter performance. Also, within the present project, we produced two literature reviews, one on the prediction of sales performance in civilian organizations (Kanfer & Borman, 1986), and the other reviewing work on the prediction of military recruiter performance (Russell & Borman, 1986). And finally, we conducted a half-day workshop for ARI and recruiting command (USAREC) personnel on administering performance rating scales for-research-only and conducting performance appraisals for purposes of feedback and counseling. This report discusses only the rating scale development effort and the analyses of predictor data.

## **Development of Behavior-Based Rating Scales**

Over the years, we have been involved in a number of studies requiring development and utilization of military recruiter performance rating scales (e.g., Borman, Hough, & Dunnette, 1976; Borman, Tugum, & Rosse, 1978; Borman, Rosse, & Rose, 1983). These research efforts have resulted in behavior-based rating scales for Navy enlisted, Navy officer, and Marine Corps enlisted recruiters. Each of these sets of scales contain eight rating dimensions:

1. Locating and Contacting Qualified Prospects
2. Gaining and Maintaining Rapport
3. Obtaining Information from Prospects and Making Good Person-Navy Fits
4. Selling Skills
5. Establishing and Maintaining Good Relationships in the Community
6. Providing Knowledgeable and Accurate Information About the Navy
7. Administrative Skills
8. Supporting Other Recruiters and the Command

The first four categories refer to the selling sequence, and the last four dimensions pertain to other areas important for effective recruiter performance. Within each performance category, statements summarizing the behaviors that exemplify extremely effective, effective, marginal, and ineffective performance anchor effectiveness levels on the scales. The Navy enlisted recruiter version of these scales appears in Appendix A, and an example scale for one category is provided in Figure 1.

The idea within the present research effort was to use the Navy scales as a starting point in developing performance rating scales to assess Army recruiter effectiveness. Our approach, then, in the current study was intended to yield comprehensive, relevant, and accurate behavior-based rating scales for Army recruiters by integrating current Army recruiter performance information with previous Navy recruiter scale development results.

In effect, this strategy was two-pronged. First, independent of past research results, we employed the critical incident, or behavior analysis, methodology (Smith & Kendall, 1963) to gather behavioral examples reflecting the content of the Army recruiter performance requirements. Examples of effective, ineffective and mid-range performance were collected from Army recruiters to explore the possibility that replacement and/or additional dimensions might be needed for the Army scales. Second, we conducted rating scale refinement workshops and collected retranslation data on the performance examples gathered in the above workshop, again, to assess the appropriateness of the existing Navy recruiter dimensions for evaluating performance of Army recruiters, and also to identify where revisions to the behavioral definitions of existing Navy dimensions might be necessary. Data obtained in these two sessions were then integrated, and a final set of Army recruiter performance rating scales was prepared.

## ESTABLISHING AND MAINTAINING GOOD RELATIONSHIPS IN THE COMMUNITY

Contacting and working effectively with high school counselors, newspaper editors, radio and TV personnel, and others capable of helping recruiters to select prospects; building a good reputation for the Navy by developing positive relationships with persons in the community; establishing and maintaining good relationships with parents and family of prospects; presenting a good Navy image in the community.

9 or 10

### EXTREMELY EFFECTIVE PERFORMANCE

Is exceptionally adept at cultivating and maintaining excellent relationships with school counselors, teachers, principals, police, news media persons, local business persons, and other persons who are important for getting referrals and free advertising.

Is innovative in informing the public about the Navy; actively promotes the Navy and makes friends for the Navy while doing it; always distributes the most current Navy information.

Volunteers off-duty time to work on community projects, celebrations, parades, etc.

8, 7, or 6

### EFFECTIVE PERFORMANCE

Spends productive time with individuals such as police, city government, or school officials; may lunch with them, distribute calendars, appointment books, buttons, etc., to them, and/or invite them for cocktails.

Encourages principals, counselors, and other persons important to a prospect to call if they have any questions about the Navy.

3, 4, or 5

### MARGINAL PERFORMANCE

Contacts school officials only sporadically; keeps them waiting for information they want; relationships with counselors, teachers, etc., and persons important to an applicant or recruit are distant and under-developed.

Is not alert to opportunities to promote the Navy; rarely volunteers off-duty time to promote the Navy and is unenthusiastic when approached to do something for the community; rarely accepts speaking invitations.

Is, at times, discourteous to persons in the community; for example, sends form letters to persons who have assisted him or other Navy recruiters; is not always alert to the family's desire for more information about the Navy and the program in which their son or daughter enlisted.

1 or 2

### INEFFECTIVE PERFORMANCE

Does not contact high school counselors; does not accept speaking engagements; drives around in car instead of getting out and meeting people.

Alienates persons in community or persons important to an applicant or recruit by ignoring them, not answering their questions, responding rudely, demanding information, encouraging high school students to drop out of school; sometimes does not appear at recruiting presentations for which he/she is scheduled.

Presents negative image of the Navy by doing things like driving while intoxicated or speeding and boating impatiently at other drivers; may express dislike for the Navy or recruiting.

Figure 1. Example of a Behavior Rating Scale for Navy Recruiters

## Collecting Army Recruiter Performance Examples

We conducted two workshops concurrently to collect recruiter performance examples. Forty recruiters attending the station commander course at Fort Benjamin Harrison participated, and demographic data for the group appear in Table 1. The recruiters were given a brief introduction to the project and to behavior-based rating scales (workshop materials appear in Appendix B). They were then instructed to write examples of effective, ineffective, and mid-range recruiter performance (without any guidance on recruiter performance categories identified in prior research). In total, over 200 performance examples were collected. After we edited the examples and removed redundancies, 180 incidents remained.

The rationale for collecting performance examples separately from discussion of previously developed rating scales was to avoid influencing recruiters' responses with a preconceived dimension scheme. We wanted to ensure that any aspects of the Army recruiter job that are different from the Navy recruiter job and/or unique because of the points in time addressed by the two scale development efforts (1976 versus 1986) would emerge in the critical incidents. We, therefore, analyzed the content of each performance example carefully and tried sorting the incidents into the Navy performance categories. This sorting exercise revealed no new performance categories.

Another test of the adequacy of the Navy dimension structure was to ask recruiters to categorize the performance examples into the eight dimension scheme. We, therefore, conducted a retranslation workshop in which we asked 23 recruiters also from the station commander course to categorize the examples (and to rate each example's level of effectiveness). Workshop participants reported that the Navy dimension system seemed adequate for reflecting the content of all of the performance examples in the retranslation task. As is typically done in retranslation, the mean and standard deviation of the effectiveness rating was computed for each example, along with the percentage of recruiters categorizing each example into each dimension. These data, along with the instructions for the workshop, appear in Appendix C, and Table 2 summarizes the demographics of recruiters who provided these data. The categorizing of examples and the effectiveness level ratings for each example facilitated subsequent revisions of the category definitions and behavioral anchors.

## Refining Recruiter Rating Scales Developed in Past Research

To begin the process of refining existing rating scales, we conducted an interview with two Minneapolis-based Army recruiters. The recruiters pointed out terminology differences between the Army and Navy, and we edited the rating scales in accordance with their comments. We then continued this process in two workshops with a total of 40 recruiters in a half-day session. (These recruiters had written critical incidents in the morning session; the demographics provided in Table 1, therefore, also describe recruiters reviewing rating scales.) Each rating scale review workshop was a group discussion. We first provided an overview of the dimension structure and then examined each performance dimension one-by-one, in detail. The major change in the rating scales involved the Navy

**Table 1**  
**Demographics of Recruiters Providing Critical Incidents**

<u>Pay Grade</u>		<u>Number</u>	
E5		2	
E6		28	
E7		<u>10</u>	
Total		40	

<u>Time in Army</u>	<u>Number</u>	<u>Time as Recruiter on Production</u>	<u>Number</u>
Less than 7 years	0	Less than 1 year	1
7 to less than 9 years	6	1 to less than 2 years	23
9 to less than 11 years	19	2 to less than 3 years	10
11 to less than 13 years	9	3 to less than 4 years	4
13 to less than 15 years	3	4 to less than 5 years	1
15 years or more	<u>3</u>	5 years or more	<u>1</u>
Total	40	Total	40

<u>Sex</u>	<u>Number</u>	<u>Race</u>	<u>Number</u>
Male	38	White or Causasian	26
Female	<u>2</u>	Black/Afro-American	10
Total	40	Hispanic	2
		Native American	<u>2</u>
		Total	40



**Table 2**  
**Demographics of Critical Incident Retranslation Sample**

<u>Pay Grade</u>		<u>Number</u>
E6		9
E7		13
E8		<u>1</u>
Total		23

<u>Time in Army</u>	<u>Number</u>	<u>Time as Recruiter on Production</u>	<u>Number</u>
Less than 8 years	0	Less than 1 year	2
8 to less than 10 years	2	1 to less than 2 years	6
10 to less than 12 years	7	2 to less than 3 years	4
12 to less than 14 years	5	3 to less than 4 years	4
14 to less than 16 years	5	4 to less than 5 years	0
16 years or more	<u>4</u>	5 years or more	<u>7</u>
Total	23	Total	23

<u>Sex</u>	<u>Number</u>	<u>Race</u>	<u>Number</u>
Male	22	White or Causasian	18
Female	<u>1</u>	Black/Afro-American	3
Total	23	Native American	1
		Other	<u>1</u>
		Total	23

category Obtaining Information from Prospects and Making Good Navy-Person Fits which evolved into Obtaining Information from Prospects and Determining Their Needs and Interests. This and other recommended changes were then incorporated into the rating scales.

To test the extent to which the revised behavioral anchors in the rating categories accurately reflect Army recruiter performance at specific effectiveness levels, we developed a modified retranslation procedure. Each of the 96 summary statements (i.e., three at each of four effectiveness levels in each of eight performance categories--see Figure 1) was placed on a 2x3 index card and was randomly assigned a number. "Blank" rating scales without summary statements were prepared. Figure 2 provides an example "blank" rating scale for Category A, Locating and Contacting Qualified Prospects. We then conducted a workshop in which we asked recruiters to build rating scales by sorting each of the 96 summary statements into the eight performance categories and placing each statement at the appropriate effectiveness level. Workshop instructions are provided in Appendix D. Fourteen recruiters from the station commander course participated in the workshop and their demographics appear in Table 3. For each summary statement, we then computed the percentage of recruiters placing it in each dimension and the percentage of recruiters placing it at each effectiveness level. These data appear in Appendix E.

#### Integrating The Two Types of Retranslation Data Into Final Rating Scales

Recall that the objective of our two-pronged approach was to arrive at content-valid, behavior-based Army recruiter rating scales by integrating past research and new information about the Army recruiter job. More specifically, our plan was to refine the wording of existing rating scales, identify problems with the scales (through the summary statement retranslation exercise), and use the new critical incidents to replace, reword, or otherwise transform the summary statements identified as problematic. We, therefore, examined at this point the summary statement retranslation data to identify problems with the rating scales. Analysis of these data indicated that some problems did exist within the scales, and certain changes were needed. We then identified critical incidents that were categorized and rated reliably in the critical incident retranslation procedure and used these incidents to make final refinements to the rating scales. The completed version of the scales includes eight recruiter performance categories with 12 summary statements anchoring effectiveness levels within each category. These rating scales appear in Appendix F.

A. LOCATING AND CONTACTING QUALIFIED PROSPECTS

"Prospecting" effectively; contacting large numbers of persons likely to enlist in the Army; skillfully using the telephone, referrals, DEPs, advertising ideas, special events, etc., to contact and get the attention of civilians eligible for Army service; knowing where and when to prospect; ability to persist in prospecting and following up on leads even under considerable adversity; getting prospects into the office.

9 or 10

Extremely Effective Performance

--	--	--

6, 7, or 8

Effective Performance

--	--	--

3, 4, or 5

Marginal Performance

--	--	--

1 or 2

Ineffective Performance

--	--	--

Figure 2. Example "Blank" Rating Scale

**Table 3**  
**Demographics of Summary Statement Retranslation Sample**

<u>Pay Grade</u>		<u>Number</u>	
E6		10	
E7		4	
Total		<u>14</u>	

<u>Time in Army</u>	<u>Number</u>	<u>Time as Recruiter on Production</u>	<u>Number</u>
Less than 7 years	0	Less than 1 year	3
7 to less than 9 years	2	1 to less than 2 years	7
9 to less than 11 years	5	2 to less than 3 years	3
11 to less than 13 years	2	3 to less than 4 years	0
13 to less than 15 years	2	4 to less than 5 years	0
15 years or more	<u>3</u>	5 years or more	<u>1</u>
Total	<u>14</u>	Total	<u>14</u>

<u>Sex</u>	<u>Number</u>	<u>Race</u>	<u>Number</u>
Male	14	White or Causasian	7
Female	<u>0</u>	Black/Afro-American	5
Total	<u>14</u>	Hispanic	1
		Other	<u>1</u>
		Total	<u>14</u>

## **Analysis of Recruiter Selection Battery (RSB-X) Predictor Data**

The Special Assignment Battery (SAB) was developed in a series of studies with the Navy Personnel Research and Development Center (NPRDC) and the Navy Recruiting Command. Personality, vocational interest, and personal background items were selected or written based on a behavior-based job analysis of the Navy recruiter job. The validity of scale composites of these items was evaluated in two studies (Borman, Rosse, & Abrahams, 1980; Borman, Toquam, & Rosse, 1978). In Borman, Rosse, and Abrahams (1980), four keys were developed to predict, respectively, the four performance criterion areas: selling, human relations, organizing skills and overall performance.

Also in this work, personality and vocational interest items were correlated with performance on each of the four criteria, and those items found to be valid against a criterion (above a certain validity coefficient cutoff) were placed in an item pool for that criterion. Thus, eight such item pools were formed, a personality and a vocational interest item pool for each criterion (items could and often did appear in more than one pool). At this point, the valid items in each pool were factor analyzed, and the resulting factors interpreted as underlying valid constructs that describe the personality and vocational interest factors important for effectiveness as a Navy recruiter.

In the present project, the Army's version of the SAB (the RSB-X) containing personality and background items from the SAB, was administered to 417 students in the Army recruiter course at Fort Benjamin Harrison. These students had either volunteered for or were selected for recruiting duty and were undergoing training to enter the Army's recruiting force. They were administered the RSB-X on a for-research-only basis, with instructions assuring them that their responses would not be used for any administrative action.

This section of the report describes analyses of the RSB-X responses and certain comparisons between these responses and those of the Navy recruiters tested in our previous work. In particular, for the items in common between the Army and Navy versions of this instrument, the four personality keys developed in the Navy studies were used to score responses of persons in both samples. Means and standard deviations were then computed and compared for the two groups.

Also, responses to the keyed items for each key in each sample were intercorrelated and factor analyzed. For each of these analyses, a principal factors analysis and varimax rotation was conducted. The most interpretable factor solutions were in each case selected, with attention also paid to the magnitude of eigenvalues and to where these values dropped off significantly. These factor solutions for the Army and Navy samples were then compared.

Results for the keys' means and standard deviations are presented in Table 4. For one of the keys, overall performance, the means are very similar for the two groups. Two other keys yield significantly higher means for the Army sample (human relations and organizing), and a fourth key, selling, has a significantly higher mean for the Navy recruiter group. Thus, the total across the three individual dimension scores and scores on the overall performance key are very similar for the two groups, but the patterns of means is different for these samples. The intention is to follow up on members of the Army sample to assess their performance in some manner, and then to evaluate the predictive validity of these Navy keys or other keys that might be developed in this future research effort.

Results of the factor analyses appear in Table 5. Although some consideration was given to keeping the same number of factors for the Army and Navy data on individual keys for easier one-to-one comparisons, this proved to be unnecessary. In every case, a four-factor solution best met the interpretability criterion mentioned previously.

Regarding results, first the factors for both the Army and Navy data were in fact quite interpretable. In a couple of cases a dual theme ran through a factor, but generally, a clear, unified picture of each factor's meaning was evident. Second, findings across the two samples were reasonably similar. Although somewhat subjective, we would submit that extremely close matches, with all aspects of the factor pairs the same or very similar, occurred in three comparisons; quite close matches (with almost all components very similar) were evident in eight comparisons; and in the five remaining matches, some elements of the factor pair were the same or very similar.

No firm conclusions can be drawn from Army-Navy comparisons of these results. There are three substantive differences between the two groups. First, settings in which testing took place were quite different for the two groups. The Army personnel were not yet recruiters, although they had been selected for recruiting duty, whereas the Navy recruiters had at least six months as recruiters. A second difference is the time of testing; the Navy recruiters were tested in 1977, nine years before the Army group. And finally, there is of course the Army-Navy distinction. Thus, one or more of these differences could lead to observed differences in scores across the two groups. However, as was noted, overall, the means and standard deviations for the keys and the factor analysis findings showed considerable similarities for the two samples.

**Table 4**  
**Means and Standard Deviations of Keyed Responses**  
**for Army and Navy Samples**

<u>Key</u>	<u>Army</u> <u>M and SD</u> <u>(N = 417)</u>	<u>Navy</u> <u>M and SD</u> <u>(N = 194)</u>	<u>t diff. and</u> <u>Significance</u> <u>of</u> <u>Difference</u>
Selling Skills	19.69 9.26	25.07 9.23	7.50 .001
Human Relations Skills	19.45 4.23	17.75 3.94	5.21 .001
Organizing Skills	20.72 3.52	16.38 3.20	15.41 .001
Overall Performance	31.44 9.81	31.86 9.63	.50 ns.

**Table 5**  
**Factor Analysis Results for the Army and Navy Samples**

**Selling Skills Key**

**Army**

1. Being quiet, unaggressive, & "laid back"; informal & easy to get along with.<sup>b</sup>
2. Exhibition; enjoying being the center of attention; extroversion.
3. Conventional; successful, ambitious, & forward thinking.
4. Unhappy, discouraged, insecure, & disgruntled about life; spontaneous & impulsive.

**Navy**

1. Being unselfish, unaggressive, & "laid back"; pleasant, good natured, & easy to get along with.<sup>b</sup>
2. Outgoing & open; liking to be the center of attention & showing off; leading & influencing.
3. Thorough, conscientious, & perfectionistic.
4. Excitable, emotional & "free wheeling"; pleasure seeking.

**Human Relations Skills Key**

**Army**

1. Unhappy, disgruntled, & neurotic.<sup>a</sup>
2. Enjoying being the center of attention; lively, extroverted, & spontaneous.
3. Daring & adventurous.
4. Ambitious; hard working; driving self.

**Navy**

1. Methodical & closed.<sup>b</sup>
2. People oriented; outgoing & open; liking to be the center of attention.
3. Spontaneous; craving excitement; daring & volatile.
4. Hard working; demanding of self.



Table 5 (Continued)

Organizing Skills Key

<u>Army</u>	<u>Navy</u>
1. Organized & planful; detail oriented.	1. Order; well organized, neat, & detail oriented; planful.
2. Dominant & forceful; taking charge.	2. Dominant & forceful; leading & influencing others; hard working.
3. Thorough, steady, determined & persevering.	3. Thorough, steady, & stable; persevering.
4. Unhappy, feeling useless & disgruntled; unsocialized & rebellious. <sup>b</sup>	4. Exhibition; liking attention & excitement; unsocialized.

Overall Performance Key

<u>Army</u>	<u>Navy</u>
1. Dominant & forceful; sociable; strong personality.	1. Outgoing & open; leading & influencing; liking to be the center of attention & showing off.
2. Being quiet, unaggressive; & "laid back"; easy to get along with. <sup>b</sup>	2. Being unselfish, unaggressive, & "laid back"; pleasant, good natured, & easy to get along with.
3. Order, methodical, thorough, & conventional.	3. Thorough, stable, & conscientious; determined & methodical.
4. Spontaneous & impulsive; unhappy, discouraged, & disgruntled about life. <sup>b</sup>	4. Excitable, spontaneous, & "free wheeling"; pleasure seeking.

Note: Factors are ordered according to the most optimal match across the Army and Navy analyses.

<sup>a</sup> Scores on factors similar to these correlated negatively with recruiter performance in the previous Navy work.

<sup>b</sup> Although no factors like this were identified in the Navy study, we presume that scores on these factors would correlate negatively with recruiter performance.

## Conclusions

1. The Army recruiter rating scales can and should be used in future personnel research anytime criterion performance scores for individual recruiters are required. Peer and supervisor for-research-only ratings, made after rater training, are recommended for providing reasonably accurate multidimensional depictions of recruiter performance. The rater training program developed in ARI's Project A might be utilized in any such effort (Pulakos and Borman, 1985).

2. The rating scales can also be used for recruiter assessment prior to professional development and growth interventions. For example, supervisors or professional development personnel might obtain self-evaluations on the scales for those recruiters with relatively poor production records, and then use these ratings as a lead-in to discussing performance problems and ideas for improvement.

3. The RSB-X might be employed to help select Army recruiters. Previous research in the Navy and Marine Corps suggests that certain keys in this instrument show good validity against recruiter performance. These keys or newly developed keys derived from future validation work could serve to identify Army enlisted likely to perform effectively on recruiting duty. To minimize potential problems of faking on the RSB-X (either good or bad), it may be best to administer the battery routinely, perhaps early second tour, to non-recruiter soldiers who might later be considered for recruiting duty.

## References

- Borman, W. C., Hough, L. M., & Dunnette, M. D. (1976). Development of behaviorally-based rating scales for evaluating the performance of U. S. Navy recruiters (Institute Report #6). (NPRDC TR-76-31). Navy Personnel Research and Development Center.
- Borman, W. C., Rosse, R. L., & Abrahamas, N. M. (1980). An empirical construct validity approach to studying predictor-job performance links. Journal of Applied Psychology, 65, 662-671.
- Borman, W. C., Rosse, R. L., & Rose, S. R. (1983). Development and validation of an inventory battery to predict performance in Navy officer recruiting (Institute Report #85). Minneapolis: Personnel Decisions Research Institute.
- Borman, W. C., Toquam, J. L., & Rosse, R. L. (1979). An inventory battery to predict Navy and Marine Corps recruiter performance: Development and validation (NPRDC TR-79-17). Navy Personnel Research and Development Center.
- Kanfer, R., & Borman, W. C. (1986). Predicting salesperson performance: A review of the literature. Submitted to the Army Research Institute for the Behavioral and Social Sciences, Alexandria, VA.
- Pulakos, E. D., & Borman, W. C. (1985). Administrator's manual: Rater orientation and training for Project A concurrent validation. Minneapolis: Personnel Decisions Research Institute.
- Russell, T. L., & Borman, W. C. (1986). Predicting military recruiter effectiveness: A literature review. Submitted to the Army Research Institute for the Behavioral and Social Sciences, Alexandria, VA.
- Smith, P. C., & Kendall, L. M. (1963). Retranslation of expectations: An approach to the construction of unambiguous anchors for rating scales. Journal of Applied Psychology, 47, 149-155.

APPENDIX A

Navy Recruiter Performance Rating Scales

## A. LOCATING AND CONTACTING QUALIFIED PROSPECTS

"Prospecting" effectively; contacting large numbers of persons likely to join the Navy; skillfully using the telephone, referrals, recruits, advertising ideas, special events, etc., to contact and get the attention of young persons eligible for Navy service; knowing where and when to prospect; ability to persist in prospecting and following up on leads even under considerable adversity; getting prospects into the office.

9 or 10

### Extremely Effective Performance

Displays exceptional ingenuity and energy in advertising the Navy and in locating prospects.

Makes very judicious use of persons recruited recently or placed in CACHE to get names of qualified young men and women likely to join the Navy.

Is adept at using a variety of prospecting tools effectively: prospect cards; radio, TV, and newspaper advertising; school contacts; personal appearances; telephone.

6, 7, or 8

### Effective Performance

Uses a number of sources for prospecting, such as unemployment offices, sports events, and employees at youth hangouts.

Usually persuades prospects to visit the recruiting office by using the telephone effectively or by talking to prospects in person.

Follows up promising leads on potential recruits.

3, 4, or 5

### Marginal Performance

Is somewhat slow and unaggressive in pursuing leads and does not make good use of recruits or others in obtaining leads.

Exerts effort prospecting, but does not seek recruits in optimal locations.

Tends to spend too much time with a prospect at the expense of contacting other prospects, or may spend time with a person who is disinterested or has something else to do.

1 or 2

### Ineffective Performance

Possesses poor telephone skills; may be reluctant to make calls or may sound disinterested and bored when talking to prospects.

Uses very few prospecting tools; waits for prospects to come to him; almost always fails to follow up on leads, even promising ones.

Fails to become familiar with his recruiting area, and thus lacks knowledge about sources of recruits.

## B. GAINING AND MAINTAINING RAPPORT

Being hospitable to prospects in the office; gaining the trust and respect of prospects; adjusting to applicants' styles and acting appropriately with different types of applicants.

9 or 10

### Extremely Effective Performance

Deals very effectively with persons of all races; greets all prospects appropriately; is adept at setting them at ease and getting them to talk, regardless of their background, race, or personality.

Is adaptable, but not phony in interacting with all types of prospects; maintains a sincere, courteous, and friendly atmosphere in the office.

Answers prospects' questions politely and patiently, no matter how unimportant they seem.

6, 7, or 8

### Effective Performance

Is almost always able to put prospects at ease when they first enter the office.

Expresses concern toward recruits and shows interest in their recruitment activities; for example, warmly wishes a recruit good luck in boot camp.

Shows interest in most persons who enter the office and interacts with them in a warm and friendly way.

3, 4, or 5

### Marginal Performance

Has a standard approach with all persons which, at times, is inappropriate, such as a manner of greeting, speech, or telling sea stories.

Occasionally appears disinterested when with a prospect; sometimes forgets an applicant's name.

Is discourteous at times; for example, will sometimes interrupt an applicant while he/she is speaking.

1 or 2

### Ineffective Performance

Ignores or is rude to applicants who do not seem, at first sight, to be "good Navy recruits."

Will interrupt an ongoing interview to interview another person or will perform other duties during an interview and give an impression of being disinterested in the person.

Is cold and impolite upon initial meeting and answers questions in a disinterested, nonpersonable way.

### C. OBTAINING INFORMATION FROM PROSPECTS AND MAKING GOOD PERSON-NAVY FITS

Listening skills; making accurate judgments about prospects' needs, programs desired, etc., based on good interviewing skills; effectively obtaining information about prospects from other sources (e.g., high school principal) to assess their qualifications and needs; assessing accurately prospects' eligibility for various programs.

9 or 10

#### Extremely Effective Performance

<p>Always listens attentively to applicant and then asks the right questions at the right time so that applicant reveals both positive and negative information and his/her interests and capabilities.</p>	<p>Always talks with prospects' school counselors, teachers, friends, and parents in a discreet, genuinely interested manner and thus obtains relevant information about prospects' interests, abilities, and when applicable, needs for waivers.</p>	<p>Consistently remembers and analyzes information gathered from prospects to make wise suggestions about programs to consider; <u>very rarely</u> mismatches an applicant's interests and abilities with Navy program requirements.</p>
---	---	--

6, 7, or 8

#### Effective Performance

<p>Listens to individuals' reasons for considering the Navy and asks questions about their interests.</p>	<p>Consistently makes routine checks on applicants to determine their eligibility for enlistment.</p>	<p>Tries to identify Navy programs that are well suited for the applicant's needs, interests, and capabilities.</p>
---	---	---

3, 4, or 5

#### Marginal Performance

<p>Sometimes talks too much without letting prospects or applicant talk enough; doesn't always learn enough about the individual to recommend appropriate programs.</p>	<p>May check a few references to learn about an applicant but does not thoroughly check them all.</p>	<p>Suggests programs prematurely or suggests programs that do not result in a good match for the individual and the Navy.</p>
---	---	---

1 or 2

#### Ineffective Performance

<p>Ignores applicants' stated interests; does not ask applicants what they are interested in.</p>	<p>Learns very little from others about applicants; checks very few, if any, references.</p>	<p>Suggests programs applicant is either not qualified for or not interested in.</p>
---	--	--

## D. SALESMANSHIP SKILLS

Skillfully persuading prospects to join the Navy; using Navy benefits and opportunities effectively to sell the Navy; closing skills; adapting selling techniques appropriately to different prospects; effectively overcoming objections to joining the Navy.

9 or 10

### Extremely Effective Performance

Is able to sell almost any appropriate program to an applicant even when the applicant is set on a different program for which he/she does not qualify; describes Navy life in an appropriate and convincing way for each prospect; is exceptionally effective and quick in countering objections about the Navy or a program.

Knows just the right people to include or to mention while talking with a prospect; consistently identifies those benefits most likely to convince each prospect.

Always knows when to close the sales presentation and start processing the paperwork.

6, 7, or 8

### Effective Performance

Is capable of selling several programs; shows films relevant to programs and to Navy life; may use cruise book effectively to help sell Navy.

Often mentions specific benefits likely to persuade a prospect; describes Navy life well; is prepared to counter frequently heard objections about the Navy.

Asks prospect if he/she is ready to enlist after presenting a convincing argument for joining the Navy; will eliminate most of his/her presentation if prospect shows readiness to enlist.

3, 4, or 5

### Marginal Performance

Describes Navy benefits, programs, and life in a way that is not always suited to the particular prospect.

Misses opportunities to close a sale; for example, continues to talk after prospect says he/she is ready to enlist.

Often ignores criticisms of Navy life a prospect makes.

1 or 2

### Ineffective Performance

Oversells a specific program and loses prospects when they don't qualify for it; neglects to describe other important aspects of Navy life.

Is frequently unable to counter objections to joining the Navy; may end a conversation when prospect states an objection.

Frequently emphasizes benefits or aspects of Navy life which are irrelevant or unappealing to the particular prospect; may describe Navy life, benefits and programs in a bland, unenthusiastic manner.



## E. ESTABLISHING AND MAINTAINING GOOD RELATIONSHIPS IN THE COMMUNITY

Contacting and working effectively with high school counselors, newspaper editors, radio and TV personnel, and others capable of helping recruiters to enlist prospects; building a good reputation for the Navy by developing positive relationships with persons in the community; establishing and maintaining good relationships with parents and family of prospects; presenting a good Navy image in the community.

9 or 10

### Extremely Effective Performance

Is exceptionally adept at cultivating and maintaining excellent relationships with school counselors, teachers, principals, police, news media persons, local business persons, and other persons who are important for getting referrals and free advertising.

Volunteers off-duty time to work on community projects, celebrations, parades, etc.

6, 7, or 8

### Effective Performance

Spends productive time with individuals such as police, city government, or school officials; may lunch with them or distribute calendars, appointment books, or buttons to them and invite them for cocktails.

Arranges for interested persons such Navy activities as trips to the Naval Academy; keeps relevant persons informed of Navy activities.

Encourages principals, counselors, and other persons important to a prospect to call if they have any questions about the Navy.

3, 4, or 5

### Marginal Performance

Contacts school officials only sporadically; keeps them waiting for information they want; relationships with counselors, teachers, and persons important to an applicant or recruit are distant and underdeveloped.

Is not alert to opportunities to promote the Navy; rarely volunteers off-duty time to promote the Navy and is unenthusiastic when approached to do something for the community; rarely accepts speaking invitations.

Is, at times, discourteous to persons in the community; for example, sends form letters to persons who have assisted him or other Navy recruiters; is not always alert to the family's desire for more information about the Navy and the program in which their son or daughter enlisted.

F. PROVIDING KNOWLEDGEABLE AND ACCURATE INFORMATION ABOUT THE NAVY

Displaying considerable knowledge about Navy programs, schools, and educational opportunities; providing accurate information about Navy life; being up to date on Recruiting Manual changes and on other directives pertaining to program or school changes and eligibility for programs; skillfully relaying information about boot camp so that prospect/recruit is informed about what to expect but is not discouraged from joining the Navy; answering questions about the Navy in a competent manner.

9 or 10

Extremely Effective Performance

Is consistently accurate and honest in describing Navy life; thoroughly prepares recruits for boot camp and Navy life.

Consistently provides accurate information about Navy rates, education, etc.; when uncertain, immediately obtains the correct information; provides detailed and complete information when appropriate and when asked.

Studies and learns as much Navy information as possible without decreasing recruiting time.

6, 7, or 8

Effective Performance

Keeps current on the basics of all Navy programs and rates.

Prepares applicants for recruitment process; when appropriate, describes parts of boot camp and Navy life to recruits.

Competently answers most questions prospects and recruits ask.

3, 4, or 5

Marginal Performance

Mentions specific aspects of boot camp, rates, programs, benefits, and life in the Navy, but descriptions are often incomplete.

Sometimes provides inaccurate information about rates, programs, boot camp, etc.

Is not well informed or knowledgeable about many programs, rates, and benefits of the Navy.

1 or 2

Ineffective Performance

Frequently fails to prepare recruits for life in the Navy; fails to describe boot camp; describes aspects of the Navy irrelevant to a prospect.

Spends little time in learning about Navy programs, rates, etc., and so is unable to describe many programs for which an applicant is qualified.

Often provides inaccurate information, thus causing recruits to expect events which never occur.

## G. ADMINISTRATIVE SKILLS

Planning ahead; organizing time efficiently; completing paperwork accurately and on time; keeping track of appointments; not wasting time.

9 or 10

### Extremely Effective Performance

Maintains a complete and accurate calendar of relevant community, school, and Navy events and holidays; schedules meetings, interviews, and physicals wisely in order to use own and others' time most efficiently.

Finishes all paperwork accurately and on time; for example, when going on leave, completes all paperwork prior to departing.

Devises monthly, weekly, and daily plans, and follows them in order to achieve own and district goals; when changes in daily schedule occur, completes other necessary tasks.

6, 7, or 8

### Effective Performance

Completes paperwork on time and with few errors; may collect information by phone to complete paperwork on time.

Keeps a record of appointments and applicant physicals.

Generally uses time efficiently; does paperwork at times when not likely to meet prospects; on out-of-town calls, often meets with others along the way.

3, 4, or 5

### Marginal Performance

Completes paperwork either just barely in time, or not on time; errors in paperwork are common; some forms are not sent in again, delaying enlistment process.

Fails to use dead time wisely; for example, might spend an undue amount of time providing prospects and applicants with transportation.

Tends to schedule appointments, physicals, etc. without considering other events.

1 or 2

### Ineffective Performance

Uses wrong forms; forms invariably contain errors; consistently forgets to complete all the necessary forms.

Does not maintain a record of appointments, and so may schedule two at the same time, or schedule appointments too closely together; misses appointments.

Does not know what to do with time, needs to be told what to do.

## H. SUPPORTING OTHER RECRUITERS AND THE COMMAND

Coordinating activities with other recruiters to maximize the productivity of the station and district; using own skills and/or time to support other Navy recruiters when appropriate; pitching in to support orders and directives from higher levels; providing constructive feedback to other Navy recruiters concerning their skills, style, etc.; providing helpful tips to new recruiters.

9 or 10

### Extremely Effective Performance

Consistently works with others to improve selling and interviewing skills; provides valuable feedback to other recruiters; is always concerned about other recruiters' personal and professional difficulties and always helps them if possible.

Is always enthusiastic and works to build group spirit when other recruiters are down; enhances the team spirit even when he/she has personal problems; very seldom complains.

Always shares information such as legal shortcuts or important contacts which can increase zone production or lessen technical red tape.

6, 7, or 8

### Effective Performance

Places station and district quotas above personal quotas; for example, will encourage prospects to sign up during current month if station needs more enlistments, rather than having prospects wait until the next month when he/she personally needs more.

Helps other recruiters with paperwork; answers their phone when they are out; may get transcripts or parental consent for other recruiters.

Occasionally works with other recruiters to improve their interviewing or selling techniques; shares with other recruiters' prospects that he/she has attracted.

3, 4, or 5

### Marginal Performance

Occasionally gives negative feedback to other recruiters, even when it isn't warranted; does not provide feedback to other recruiters when it is needed or they want it.

Complains about production quotas or having to work extra time to get a recruit ready to ship.

Does not assist another recruiter when help is needed; gives ambiguous responses to other recruiters' questions; does not help new recruiters learn their job.

H. (Continued)

1 or 2

Ineffective Performance

Is quick to take personal credit when station achieves goals and quick to blame others when the station does not; lets others carry the recruiting load.

Interferes with the group effort by not answering the phone, neglecting to give messages to persons for whom intended, not communicating and coordinating schedule with others, or tying up the vehicles so other recruiters miss appointments.

Is very temperamental and cannot get along with other recruiters; may inappropriately interrupt other recruiters' interviews.

**APPENDIX B**  
**Critical Incident Workshop Materials**

**RECRUITER EFFECTIVENESS WORKSHOP**

**26 July 1986**

**Sponsor: U.S. Army Research Institute  
Alexandria, VA**

**Contractor: Personnel Decisions Research Institute  
Minneapolis, MN**

## **Recruiter Effectiveness Workshop**

**26 July 1986**

### **Agenda**

<b>9:00 - 9:15</b>	<b>Briefing on the Project</b>
<b>9:15 - 9:30</b>	<b>How to Write Performance Examples</b>
<b>9:30 - 10:30</b>	<b>Write Performance Examples</b>
<b>10:30 - 10:45</b>	<b>Break</b>
<b>10:45 - 11:45</b>	<b>Write Performance Examples</b>
<b>11:45 - 12:30</b>	<b>Lunch</b>
<b>12:30 - 1:00</b>	<b>Introduction to Recruiter Rating Scales</b>
<b>1:00 - 2:15</b>	<b>Review Recruiter Rating Scales</b>
<b>2:15 - 2:30</b>	<b>Break</b>
<b>2:30 - 3:15</b>	<b>Finish Reviewing Recruiter Rating Scales</b>
<b>3:15 - 4:30</b>	<b>Appraisal of Two Approaches to Presentation of CAST Results</b>



## Overview

The U.S. Army Research Institute is sponsoring a project targeted toward developing state-of-the-art performance rating scales for the Army recruiter job. Today we are going to work together to design rating scales that are referred to as behavior-based rating scales. Behavior-based rating scales are a type of rating form that offers the opportunity for relatively objective assessments of performance.

To develop these rating scales we will accomplish two major steps today. First, we will ask you to provide actual examples of ineffective, effective, and average recruiter performance. (In a couple of weeks we will be asking recruiters to rate the effectiveness level of your examples.) Second, we will ask you to review and refine behavior-based rating scales we developed for recruiters in other services.

Before introducing the behavior-based rating scale concept, let's look at some other kinds of rating forms. Examples 1a. and 1b. on the following pages are called trait ratings because the ratings refer to personal characteristics or traits of the ratees. These ratings are highly subjective. For instance, on 1b. each rater has his or her own definition of what leadership is and what it means to be "good" vs. "poor" in leadership. The rating form in example 2 is numerical but, as with the trait rating scales, the rater is not given any information as to what it means to perform at a poor, average, or excellent level. When rating scales are not well-defined, raters will often disagree on the performance level of the individual.

A behavior-based rating scale is provided in example 3. Notice that the performance category is defined by the behaviors that lead to effective performance. Likewise, ineffective, effective, and average performance is defined in terms of specific behaviors rather than traits.

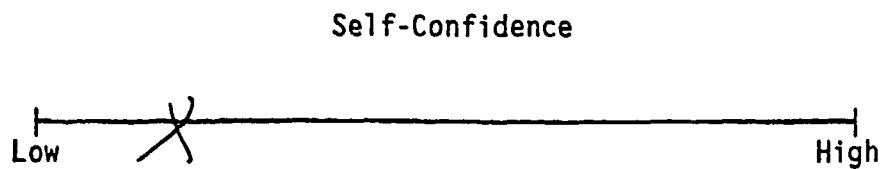
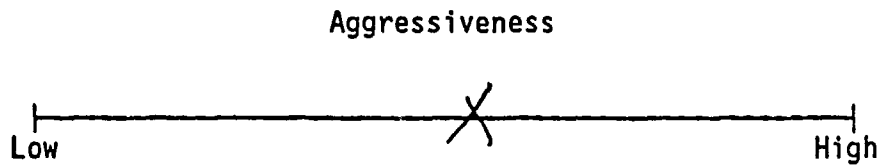
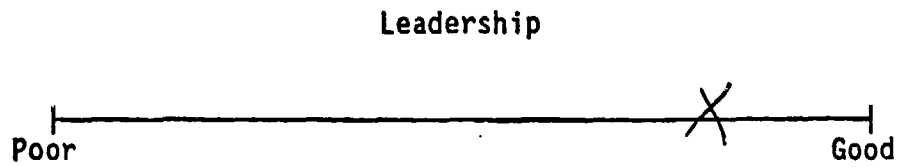
## ALTERNATIVE PERFORMANCE RATING SCALE FORMATS

### 1a. Examples of trait ratings:

Excerpts from a U.S. Army document regarding performance appraisal	
<p>Sir:</p> <p>I forward a list of the officers of the 27th Regt. of Inftry. arranged agreeably to rank. Annexed thereto you will find all the observations I deem necessary to make them.</p>	<p>Lower Senaca Town August 15, 1913</p> <p>Respectfully, I am, Sir, Yo. Cot. Servt.</p> <p>Lewis Cass Brig. Gen.</p>
27th Infantry Regiment	
Alex Denniston - Liet. Col., Comdg.	- a good natured man.
Clarkson Crolins - First Major	- a good man, but no officer.
Captain Shotwell	- a man of whom all unite in speaking ill, a knave despised by all.
" Allen Reynolds	- an officer of capacity, but imprudent and a man of most violent passions.
First Lieut. Wm Perrin	- low vulgar men, with exception of Perrin, Irish and from the meanest walks of life-possessing nothing of the character of officers or gentlemen.
" " Danl. Scott	
" " Jas. I. Ryan	
" " Robt. McElwrath	
" " Robt. P. Ross	- willing enough-has much to learn-with small capacity.
2nd Lieut. Nicholas G. Carner	- a good officer but drinks and disgraces himself and the services.

SOURCE: The First Recorded Efficiency Report in the Files of the War Department, August 15, 1813.

1b. Another example of trait ratings:



2. Examples of numerically anchored ratings:

a. Quality of Work

1 2 3 4 5

b. Quality of Work: Judge the amount of scrap, consider general care and accuracy of work.

poor, 1-6; average, 7-18; good, 19-25

20

c.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	25	
Quality																	X								
	POOR					BELOW AVERAGE					ABOVE AVERAGE					AVERAGE					EXCELLENT				

### 3. Examples of behavior-based rating scales:

#### A. TECHNICAL KNOWLEDGE/SKILL

Displaying job and soldiering knowledge/skill.

LOW	2	3	4	5	6	HIGH
<p>Displays little knowledge about how to accomplish important work and tasks, and often fails to perform assignments properly due to lack of job/soldiering skills.</p> <p>Is unable to perform effectively without supervision; performs jobs/tasks/assignments more slowly than other first termers.</p>			<p>Displays good knowledge in most aspects of the job and in soldiering, and has sufficient skills to get the majority of assignments done properly.</p> <p>Performs effectively with little supervision on the relatively easy assignments but needs a supervisor's guidance for more difficult tasks; accomplishes jobs in about the same amount of time as other first term SAs.</p>		<p>Displays considerable knowledge about how to accomplish important work and tasks, and has the skills to consistently get assignments done properly.</p> <p>Performs effectively with very little supervision; accomplishes tasks and assignments efficiently often much more quickly than the average first term SA.</p>	

Names of the soldiers you are rating:	How effective is each soldier in this performance category?						
1.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
2.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
3.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
4.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
5.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7

#### B. INITIATIVE/EFFORT

Showing initiative and extra effort on the job/mission/assignment.

LOW	2	3	4	5	6	HIGH
<p>Refuses to volunteer for assignments or put in extra hours and effort; may even react with hostile attitude when asked to volunteer or work long hours.</p> <p>Gives up easily when faced with obstacles, adversity, or discomfort.</p>			<p>Volunteers for some assignments and puts in extra effort when it's very important to do so.</p> <p>Hangs in there with determination when it's really important to overcome obstacles on the job in the field, etc.</p>		<p>Volunteers enthusiastically, takes initiative promptly and effectively when opportunities arise, and voluntarily works long, extra hours to complete assignments, even without being asked.</p> <p>Refuses to give in to adversity and pushes on with considerable stamina to overcome all obstacles until the assignment is completed.</p>	

Names of the soldiers you are rating:	How effective is each soldier in this performance category?						
1.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
2.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
3.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
4.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
5.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7

### 3. Examples of behavior-based rating scales (continued):

#### C. FOLLOWING REGULATIONS AND ORDERS

Adhering to regulations, orders, and SOP and displaying respect for authority.

LOW 1	2	3	4	5	6	HIGH 7
<p>Tends to ignore, or otherwise fail to follow Army/unit rules, regulations, or orders; may display lack of respect toward superiors.</p> <p>Is often late and/or fails to show up for duty, formations, the job, etc.; may leave assigned post, in serious violation of regulations/orders.</p>		<p>Follows Army/unit rules and regulations almost without fail, especially those that are important for safety and security; always obeys orders.</p> <p>Is always on time for duty, formations, etc., when it's important to be prompt; if late, has a good reason; never leaves assigned post or falls asleep on duty.</p>			<p>Is very careful to follow the spirit as well as the letter of Army/unit rules and regulations; not only obeys orders but does so quickly and with enthusiasm.</p> <p>Always reports promptly for duty, formations, appointments, etc.; can always be counted on to be at appointed area on time; remains alert at assigned post even when it is inconvenient or difficult to do so.</p>	

Names of the soldiers you are rating:	How effective is each soldier in this performance category?						
	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
1.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
2.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
3.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
4.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
5.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7

#### D. INTEGRITY

Displaying honesty and integrity in job-related and in personal matters.

LOW 1	2	3	4	5	6	HIGH 7
<p>Sometimes makes up excuses to avoid duty and denies responsibility for job-related mistakes he/she makes</p> <p>Borrows military equipment or personal possessions without permission.</p>		<p>Owne up to job-related mistakes and provides complete and accurate information necessary for administrative decisions.</p> <p>Resists temptations to borrow available military equipment or personal possessions without permission; promptly returns found property to rightful owners.</p>			<p>Takes extra steps to protect the security of military equipment and personal possessions, even when not directed to do so.</p> <p>Can always be trusted to be truthful, straightforward, and honest even when own personal interests might be jeopardized.</p>	

Names of the soldiers you are rating:	How effective is each soldier in this performance category?						
	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
1.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
2.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
3.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
4.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
5.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7

Behavior-based rating scales have at least five advantages over other types of scales.

1. Scales constructed to reflect performance requirements regarded as important by those knowledgeable about the job.
2. Scales define in concrete terms the relevant and important performance requirements.
3. Job experts (i.e., recruiters) agree on the effectiveness levels of scaled job behaviors used as performance effectiveness "anchors."
4. Rating task with these scales emphasizes objective observation rather than subjective evaluation.
5. In sum, raters can compare the observed performance of a soldier to behavioral benchmarks or standards of effectiveness, resulting in more objective performance judgments.

We have developed behavior-based rating scales for Navy recruiters and for Marine Corps recruiters. Our first step in developing such scales for evaluating Army recruiter performance will be to ask you to write examples of effective, average, and ineffective recruiter performance.

## How To Write Recruiter Effectiveness Examples

To write a performance example or incident, try to remember what the recruiter actually did or failed to do that made him or her effective or ineffective in a situation. You can be examples of extremely effective, ineffective, or even average performance. The important thing is that the incident is described specifically as it happened.

When writing an incident, describe only what you saw or what the person did, not what you inferred from the action. For example, rather than writing that the recruiter "displayed loyalty," you should describe what the recruiter did to make you believe he or she was loyal. As examples, the recruiter "shared information on important contacts within the zone" or "helped another recruiter with his/her paperwork." Both of these examples might be described as displays of loyalty; they are things the recruiter did to make the writer believe he or she was loyal. Thus, we are asking you to describe specific behaviors or actions, not traits or personal characteristics.

The features of a good incident are:

1. it concerns the actions of a recruiter;
2. it tells precisely what the recruiter did (or did not do) that made you feel he or she was effective or ineffective;
3. it describes the background of the incident clearly;
4. it states consequences of what the recruiter did; and
5. it is concise in that it is short, to the point, and does not go to great lengths specifying unimportant or irrelevant details.

Some hypothetical performance examples appear on the following pages.



## PERFORMANCE INCIDENT FORM

### Problems:

1. What were the circumstances leading up to the incident?

*Discussing Army programs with a prospect.*

Too brief, fails to describe the context in which the incident occurred.

2. What did the individual do that made you feel he or she was a good, average, or poor performer?

*This recruiter was inconsiderate and inattentive.*

Labels the behavior, but fails to specify what exactly the recruiter did that was inconsiderate or inattentive.

3. In what job performance category would you say this incident falls?

*Obtaining Information from Prospects*

4. Circle the number below that best reflects the correct effectiveness level for this example.

1	2	3	4	5	6	7	8	9
extremely ineffective		ineffective		about average		effective		extremely effective

Example 1a

## PERFORMANCE INCIDENT FORM

### Problems:

1. What were the circumstances leading up to the incident?

*This recruiter was discussing Army programs with a prospect who mentioned that he had three years of metal shop in high school and enjoyed it.*

2. What did the individual do that made you feel he or she was a good, average, or poor performer?

*This recruiter ignored what the prospect was saying and described Army programs that applicant wasn't interested in and wasn't qualified for in detail. As a result the prospect lost interest in the Army.*

3. In what job performance category would you say this incident falls?

*Obtaining Information from Prospects*

4. Circle the number below that best reflects the correct effectiveness level for this example.

1	2	3	4	5	6	7	8	9
extremely ineffective		ineffective		about average		effective		extremely effective

Example 1b

## PERFORMANCE INCIDENT FORM

### Problems:

1. What were the circumstances leading up to the incident?

*Problems locating qualified recruits.*

Insufficient information.

2. What did the individual do that made you feel he or she was a good, average, or poor performer?

*Recruiter was imaginative and creative in locating prospects.*

Rather than describing what this recruiter did that was "creative," the behaviors are simply labeled imaginative and "creative."

3. In what job performance category would you say this incident falls?

*Contacting Prospects*

4. Circle the number below that best reflects the correct effectiveness level for this example.

1	2	3	4	5	6	7	8	9
extremely ineffective		ineffective		about average		effective		extremely effective

Example 2a

## PERFORMANCE INCIDENT FORM

### Problems:

1. What were the circumstances leading up to the incident?

*A high school in this recruiter's area did not give out lists of students.*

2. What did the individual do that made you feel he or she was a good, average, or poor performer?

*This recruiter asked all Delayed Entry Program recruits to bring friends to evening movies about the Army and, thereby, built up his prospect file.*

3. In what job performance category would you say this incident falls?

*Contacting Prospects*

4. Circle the number below that best reflects the correct effectiveness level for this example.

1	2	3	4	5	6	<u>7</u>	8	9
extremely ineffective		ineffective		about average		effective		extremely effective

Example 2b

## PERFORMANCE INCIDENT FORM

### Problems:

1. What were the circumstances leading up to the incident?

*The 15th of July, 1985, was the 100th anniversary for the founding of a small town in northern Nebraska. The city council decided to plan an all day celebration with a parade, an arts show, and many community festivities. The day of the celebration was very hot.*

Too much detail, irrelevant information.

2. What did the individual do that made you feel he or she was a good, average, or poor performer?

*This recruiter was behind in doing paperwork and volunteered to help organize the celebration. The recruiter attended a number of meetings, helped set up several displays, and manned the Army display during the celebration.*

Double-barreled incident, since two behaviors are described. Effectiveness rating is confusing because it is unclear which behavior is being rated. Consequences of the behaviors are not indicated.

3. In what job performance category would you say this incident falls?

*Maintaining Good Relationships*

4. Circle the number below that best reflects the correct effectiveness level for this example.

1	2	3	4	5	6	7	8	9
extremely ineffective		ineffective		about average		effective		extremely effective

Example 3a

## PERFORMANCE INCIDENT FORM

### Problems:

1. What were the circumstances leading up to the incident?

*A small town in this recruiter's area was planning an all day celebration.*

2. What did the individual do that made you feel he or she was a good, average, or poor performer?

*The recruiter volunteered to help organize the celebration. The recruiter attended a number of meetings, helped set up several displays, and manned the Army display during the day of the celebration. As a result, the recruiter gained visibility in the community.*

3. In what job performance category would you say this incident falls?

*Maintaining Good Relationships*

4. Circle the number below that best reflects the correct effectiveness level for this example.

1	2	3	4	5	6	7	8	9
extremely ineffective		ineffective		about average		effective		extremely effective

Example 3a

APPENDIX C

Critical Incident Retranslation Data

## Recruiter Effectiveness Workshop

16 August 1986

Data provided next to each performance example indicate the percent of participants who placed the example into a specific performance category and the mean and standard deviation of the effectiveness rating on a scale of 1 (ineffective) to 10 (extremely effective).



## BACKGROUND INFORMATION

1. NAME: \_\_\_\_\_  
Last First M.I.

2. DATE: \_\_\_\_\_  
Day Month Year

3. LOCATION OF RECRUITING STATION: \_\_\_\_\_  
City State Battalion Brigade

4. SEX: \_\_\_\_\_ Male  
\_\_\_\_\_ Female

6. MOS: \_\_\_\_\_

5. RACE: \_\_\_\_\_ Black/Afro-American  
\_\_\_\_\_ Native American/American Indian  
\_\_\_\_\_ Hispanic (Mexican, Puerto Rican,  
Cuban, or other Spanish Origin)  
\_\_\_\_\_ White or Caucasian  
\_\_\_\_\_ Other, Please specify: \_\_\_\_\_

### 7. PAY GRADE:

Enlisted

\_\_\_\_\_ E1    \_\_\_\_\_ E4    \_\_\_\_\_ E7  
\_\_\_\_\_ E2    \_\_\_\_\_ E5    \_\_\_\_\_ E8  
\_\_\_\_\_ E3    \_\_\_\_\_ E6    \_\_\_\_\_ E9

8. TIME IN THE ARMY: \_\_\_\_\_ years \_\_\_\_\_ months

9. TIME AS RECRUITER ON PRODUCTION: \_\_\_\_\_ years \_\_\_\_\_ months

10. TIME IN STATION COMMANDER POSITION: \_\_\_\_\_ years \_\_\_\_\_ months

## Overview

The U. S. Army Research Institute is sponsoring a project targeted toward developing state-of-the-art performance rating scales for the Army recruiter job. Today we are going to work together to design rating scales that are referred to as behavior-based rating scales. Behavior-based rating scales are a type of rating form that offers the opportunity for relatively objective assessments of performance.

You have been asked to participate in today's workshop because having worked as a recruiter and observed other recruiters on the job you are the best source of information about recruiter performance. The information you provide today, in conjunction with that of the other participants, will be used to evaluate, refine, and finalize a set of behavior-based Army recruiter performance rating scales. Your participation in today's workshop is, therefore, very important.

Over the last eight years or so we have conducted a number of interviews/workshops with recruiters in the Navy and Marine Corps, as well as the Army, to develop behavior-based scales for rating recruiter performance. This work has culminated in a set of eight categories of recruiter performance. These are defined on the following pages. It is very important that you be thoroughly familiar with each category, so please take a few minutes now to read through each definition.

## Categories of Recruiter Performance

### A. Locating and Contacting Qualified Prospects

"Prospecting" effectively; contacting large numbers of persons likely to enlist in the Army; skillfully using the telephone, referrals, DEPs, advertising ideas, special events, etc., to contact and get the attention of civilians eligible for Army service; knowing where and when to prospect; ability to persist in prospecting and following up on leads even under considerable adversity; getting prospects into the office.

### B. Gaining and Maintaining Rapport

Building rapport with prospects in the office; gaining the trust and respect of prospects; adjusting to applicant's styles and acting appropriately with different types of applicants.

### C. Obtaining Information from Prospects and Determining Their Needs and Interests

Listening skills; making accurate judgments about prospects' needs, goals, and desires, etc., based on good interviewing skills; effectively obtaining information about prospects from other sources (e.g., high school principal) to assess their qualifications and needs; accurately assessing prospects' eligibility for various programs.

### D. Sales Skills

Skillfully persuading prospects to join the Army; using Army benefits and opportunities effectively to sell the Army; closing skills; adapting selling techniques appropriately to different prospects; effectively handling objections to joining the Army.

### E. Establishing and Maintaining Good Relationships in the Community

Contacting and working effectively with high school counselors and principals, civic leaders, and others capable of helping recruiters to enlist prospects; building a good reputation for the Army by developing positive relationships with persons in the community; establishing and maintaining good relationships with parents and family of prospects; presenting a good Army image in the community.

### F. Providing Knowledgeable and Accurate Information About the Army

Displaying considerable knowledge about Army programs, schools, educational opportunities, etc.; providing accurate information about Army life; being up-to-date on changes in Recruiting Regulations and on other directives pertaining to program changes, eligibility for programs, etc.; skillfully relaying information about BCT so that prospect/recruit is informed about what to expect but is not discouraged from joining the Army; answering questions about the Army in a competent manner.

## G. Organizing Skills

Planning ahead; organizing time efficiently; completing paperwork accurately and on time; keeping track of appointments; not wasting time.

## H. Supporting Other Recruiters and USAREC

Coordinating activities with other recruiters to maximize the productivity of the station and company; using own skills and/or time to support other Army recruiters when appropriate; pitching in to support orders and directives from higher levels; providing constructive feedback to other Army recruiters concerning their skills, style, etc.; providing helpful tips to new recruiters.

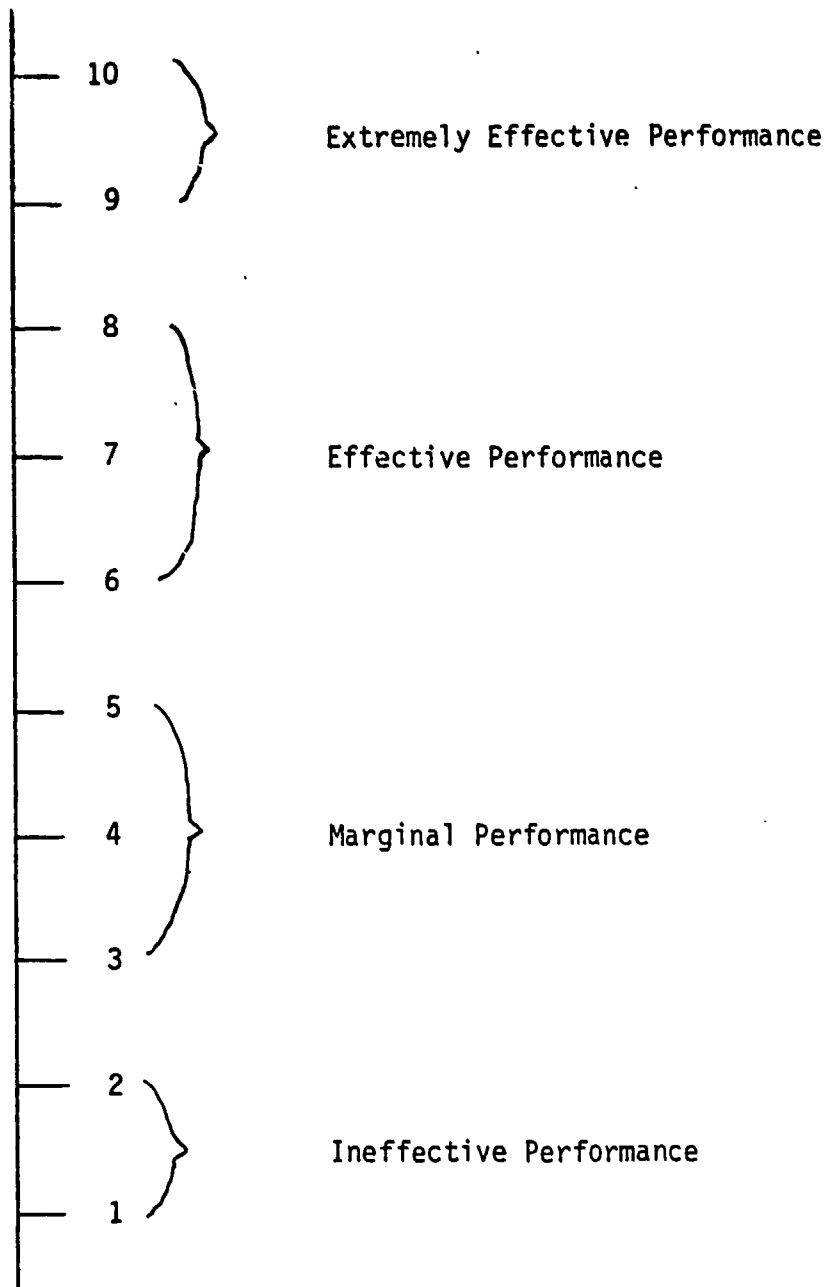
Notice that the first four categories deal with the recruiting sequence - from prospecting to closing the sale. The remaining four categories address other aspects of the recruiter job.

Each of these eight categories is defined by the behaviors that make for effective performance as a recruiter. In other words, the categories do not refer to vague personality characteristics or traits like "initiative." Instead, these scales were derived through actual examples of recruiter performance, given to us by recruiters.

A few weeks ago (26 June), we asked Army recruiters like yourselves to provide us with actual examples, or specific incidents, of recruiter performance. In total, they provided us with 180 examples. Some examples reflect Extremely Effective Performance, others reflect Effective, Marginal, or Ineffective Performance.

Today, we are asking you to make two judgments about each of these examples.

Figure 1. Recruiter Effectiveness Scale



### Judgment #1

Decide which of the eight recruiter performance categories a particular performance example belongs in. Once you have decided on the performance category, record the letter (from A to H) in the space to the left of the example labeled "Category."

### Judgment #2

Then, think about how effective the recruiter's behavior in the example was. Using the nine-point rating scale in Figure 1, decide which number (1 to 9) indicates how effective the recruiter in the example was. Then, in the space labeled "Effectiveness" to the left of the example, record the appropriate number.

An example of how one recruiter rated a performance example appears below.

<u>CATEGORY</u> <u>(A-H)</u>	<u>EFFECTIVENESS</u> <u>(1-9)</u>	
<u>A</u>	<u>7</u>	200. A high school in this recruiter's area did not give out lists of students. This recruiter asked all Delayed Entry Program recruits to bring friends to evening movies about the Army and, thereby, built up his prospect file.

The recruiter rating this example felt that it belonged in Category A, Locating and Contacting Qualified Prospects and, thus, wrote A under "Category." The rater felt that this example reflected Effective Performance and, thus, wrote a 7 under "Effectiveness."

Before you get started please take a few moments to review the eight categories of recruiter performance and read through seven or eight of the examples so that you get a feel for the things included.

## Performance Examples

CATEGORY (A-H)%	EFFECTIVENESS (1=low to 9=hi)	
<u>78 A</u>	<u>near 9.1</u> <u>3d. 1.15</u>	1. This recruiter set up and conducted a high school ASVAB, testing 100% of the high school seniors and juniors at a school that had never had an ASVAB before and, therefore, obtained an ASVAB list to use in prospecting.
<u>44D/28F</u>	<u>8.3</u> <u>1.45</u>	2. When this recruiter was interviewing an applicant whose father was a VietNam vet with a negative attitude toward the Army, this recruiter used his own experiences to convince the father to sign for the physical.
<u>44A/22D</u>	<u>2.8</u> <u>1.18</u>	3. Because this recruiter talks so much, it takes 10 to 15 minutes to set up an appointment with an applicant. Many applicants do not show up for their appointments as a result.
<u>100 A</u>	<u>8.1</u> <u>1.39</u>	4. Before going across town to pick up some police checks, this recruiter checked with the other recruiters to see if they needed anything from the same area. This saved the other recruiters time.
<u>61B/39D</u>	<u>8.7</u> <u>1.45</u>	5. Though the assigned areas were difficult, this recruiter consistently brought in enlistments by using techniques for talking up to or getting down to anyone's level, and relating to them.
<u>56A</u>	<u>8.1</u> <u>1.75</u>	6. This recruiter used pre-plan calling, school newspapers, and effective listening techniques to make prospect contacts. The recruiter enlisted two of six contacts.
<u>61F/33D</u>	<u>6.9</u> <u>1.89</u>	7. This recruiter explained monetary benefits and programs to each enlistee within two hours and gave the enlistee a productive goal to achieve once accessed in the military.
<u>61D</u>	<u>1.9</u> <u>.70</u>	8. This recruiter was uneasy using the sales book, did not have the necessary support documents ready, failed to maintain rapport with applicant, and lost the sale.
<u>72G</u>	<u>1.9</u> <u>1.07</u>	9. This recruiter planned the week so that only one day included prospecting. The recruiter failed to obtain new contacts or make mission.

CATEGORY  
(A-H)

EFFECTIVENESS  
(1=low to 9=hi)

39A/39C 1.3 1.86

10. This recruiter was tasked to make five appointments per day before going home in the evening. The recruiter falsified appointments to total five so the recruiter could go home.

100H 1.4 .68

11. This recruiter refused to wait 30 minutes to bring another recruiter's applicant back from MEPS. Therefore, the applicant had to wait and take a late bus to the RS and another recruiter had to be out until 2330 hours.

33C/28A 9.3 1.24

12. Before attempting to contact prospects from a local high school, this recruiter reviewed the yearbook and the DEPS list, and contacted high school counselors and former recruiters to learn as much as possible about the school. Because of this, the recruiter was better able to establish rapport with the prospects.

100D 2.5 1.30

13. After a long interview and JOIN presentation, this recruiter failed to ask the applicant to make a commitment.

100G 3.1 1.45

14. This recruiter waited until the last minute to get necessary documents together for a packet, thus changing MEPs dates and increasing the processing time of the applicant.

56A 2.5 1.02

15. When telephone prospecting, this recruiter did not generate enough interest in a prospect, and the prospect would not make an interview appointment.

100H 1.9 1.10

16. This recruiter failed to assist a new recruiter to achieve total mission. The new recruiter made mission only once in a seven-month period.

39C/33C 1.9 .94

17. When told by an applicant that he was interested in acquiring the ACF, this recruiter spent 20 minutes on the computer showing MOSs to which the program did not apply.

56C/39C 8.2 1.71

18. This recruiter probed for the needs and interests of an applicant and discovered that the applicant wanted to go to college and needed money. After determining that the applicant was qualified, this recruiter sold the GI Bill, ACF, and a two-year program.



CATEGORY  
(A-H)

EFFECTIVENESS  
(1=low to 9=hi)

94 G

1.8 1.82

19. This recruiter, who was in financial trouble, did not take care of these personal matters while at home, spent hours upon hours at work talking to bill collectors and dealing with personal matters, and was thus unable to spend his time recruiting.

99 E

8.5 1.21

20. This recruiter always followed up on recruiting opportunities referred by a high school counselor, even when they would not pay off right away. Because this recruiter was so responsive to the high school counselor's referrals, the counselor became a close friend and referred many enlistees.

50 F/17 E

3.2 2.02

21. When an applicant was a few pounds too heavy to enlist, this recruiter advised the applicant not to eat for a week before the physical. As a result of this improper diet, the applicant had too much protein in the urine sample and failed the physical.

442/29 F

8.6 1.11

22. An applicant had reservations about joining the Army because he had a spouse and a child. This recruiter explained Army programs in detail, arranged to have the applicant's family meet recruiter's family, and overcame the objection.

99 G

2.5 1.07

23. This recruiter failed to take the car to the repair shop for necessary repairs. The car eventually broke down and had to be towed to the repair shop, causing transportation delays and missed appointments.

83 E

5.4 1.24

24. This recruiter canceled weekend plans to attend an American Heritage Day celebration in a small town in the recruiter's area that was "closed" to the military. The recruiter made many valuable contacts.

50 G/17 C

1.7 .82

25. Although this recruiter's applicant mentioned that he had asthma, this recruiter failed to annotate the enlistment form appropriately, leading to an investigation for recruiter malpractice.

CATEGORY (A-H)	EFFECTIVENESS (1=low to 8=hi)	
<u>44C/330</u>	<u>5.6</u> <u>1.26</u>	26. This recruiter contacted a young man who had dropped out of the Air Force DEP and identified the young man's goals, desires, and needs. The young man eventually went to OCS and is now an Army officer.
<u>94G</u>	<u>2.2</u> <u>1.31</u>	27. This recruiter failed to phone two applicants to confirm their appointments before leaving the RS, and did not have back-up work to do in the area in case of no-shows. Because neither applicant kept their appointment, five hours were wasted.
<u>71A</u>	<u>3.2</u> <u>.88</u>	28. This recruiter has a hard time asking people for referrals and often doesn't do it. This recruiter obtains very few appointments by referral as a result.
<u>47E/41A</u>	<u>7.5</u> <u>1.30</u>	29. This recruiter became firmly established in an area that had never been worked by actively seeking to meet new people, and leaving posters in stores and RPis in Post Offices.
<u>59D/25C</u>	<u>2.2</u> <u>.92</u>	30. This recruiter did not ask open-ended questions during an interview and did not probe deep enough into the individual's needs. As a result, the recruiter was unable to satisfy the prospect's needs, and the prospect did not commit.
<u>59A/24B</u>	<u>9.2</u> <u>1.31</u>	31. This recruiter picked up the telephone without hesitation to obtain appointments. The recruiter dealt with hostile calls and was able to make appointments with several prospects.
<u>82H</u>	<u>8.7</u> <u>1.26</u>	32. This recruiter consistently locked mission early and could always be called upon when the company needed one more reserve toward the end of the month.
<u>88E</u>	<u>1.5</u> <u>.70</u>	33. This recruiter received a request for a color guard for a Saturday ceremony at a local high school. This recruiter said she didn't work on Saturday and the high school ended up contacting another branch of service.
<u>71E</u>	<u>1.5</u> <u>1.00</u>	34. This recruiter ignored an applicant requesting information by joking with another recruiter. By the time the recruiter got back to the applicant, the applicant had lost interest.

CATEGORY (A-H)	EFFECTIVENESS (1=low to 9=hi)	
<u>56A/276</u>	<u>8.6</u> <u>1.21</u>	35. When tasked to prospect by area canvassing, this recruiter constructed a detailed plan of activities. The canvassing resulted in two enlistments.
<u>94H</u>	<u>8.8</u> <u>1.18</u>	36. After overproducing by 1-IIIA, this recruiter took time to assist others in making telephone calls, thus keeping up moral.
<u>56F/338</u>	<u>8.9</u> <u>1.57</u>	37. When given five minutes notice of a television guest spot, this recruiter answered all questions during the spot in a positive manner and showed no nervousness.
<u>94E</u>	<u>1.2</u> <u>1.42</u>	38. This recruiter argued with applicants, failing to establish rapport.
<u>89E</u>	<u>8.4</u> <u>1.35</u>	39. This recruiter kept up on changes in regulations and requirements, and knew the subject matter very well.
<u>53F</u>	<u>2.4</u> <u>1.11</u>	40. During a "book" interview, this recruiter gave an applicant incorrect information about the ACF. As a result, the applicant did not enlist because she felt that not enough money was given to the ACF.
<u>39A/258</u>	<u>8.7</u> <u>1.87</u>	41. This reserve recruiter was consistently polite and gave an excellent pitch for the Reserves over the phone. As a result, four out of four prospects showed up for their office appointments.
<u>ED (A) 56A</u>	<u>8.8</u> <u>1.12</u>	42. This recruiter schedules area canvassing for short periods of time each time he/she leaves the office, thus gaining valid leads through area canvassing without losing large blocks of time during the available duty day.
<u>67F/50B</u>	<u>1.6</u> <u>1.90</u>	43. When this recruiter found out that a DEPer had positive HTLV III results, the recruiter first avoided the recruit, then accused him over the phone of being gay and refused him transportation back to MEPs for further testing. As a result, the recruiter made a very bad impression of the Army's concern for service members.

CATEGORY (A-H)	EFFECTIVENESS (1-low to 9-hi)
-------------------	----------------------------------

<u>39A</u>	<u>2.5</u> <u>1.47</u>	44. When given a school list without phone numbers, this recruiter selected addresses within specific areas and performed house calls. The recruiter was able to conduct interviews at at least one out of six houses.
------------	------------------------	--

<u>50A/50G</u>	<u>8.4</u> <u>1.38</u>	45. This recruiter keeps LRLs with him/her at all times and does phone prospecting during "dead time" at MEPS or other sites.
----------------	------------------------	---

<u>94E</u>	<u>9.1</u> <u>1.03</u>	46. When a high school in this recruiter's area wanted to set up a JROTC program, this recruiter set up meetings, gave advice, and helped instructors. This enabled the Army to get access into a high category I-III A school.
------------	------------------------	---

<u>83C</u>	<u>3.3</u> <u>1.10</u>	47. This recruiter used the same selling techniques for every prospect that was interviewed, and failed to ask any of the prospects if they wanted to enlist.
------------	------------------------	---

<u>50A/04G</u>	<u>2.9</u> <u>1.49</u>	48. This recruiter prospected in the wrong market by prospecting for males when the mission was for two females. This recruiter failed to accomplish the assigned mission.
----------------	------------------------	--

<u>100F</u>	<u>5.2</u> <u>1.32</u>	49. When challenged to provide "extra" contracts to accomplish the BN mission, this recruiter made an extra effort to get contracts and the BN made mission box for the recruiting station month.
-------------	------------------------	---

<u>61B</u>	<u>2.6</u> <u>1.30</u>	50. When an applicant declined to enlist, this recruiter would not let the applicant off the hook in a timely manner. Because the interview ended on a sour note, the recruiter could not get a follow-up interview scheduled.
------------	------------------------	--

<u>39B/15C</u>	<u>1.9</u> <u>1.15</u>	51. When an applicant said that she was ready to join the Army, this recruiter said that she could not enlist at this time, but that he would get back to her in two weeks to do the paperwork and let her enlist. The applicant left the office thinking the recruiter had no real interest in her and did not enlist.
----------------	------------------------	---

<u>72G</u>	<u>2.7</u> <u>1.39</u>	52. This recruiter did no planning before beginning area canvassing concerning where to go and what types of people to contact and failed to get any new prospects as a result.
------------	------------------------	---

CATEGORY (A-H)	EFFECTIVENESS (1=low to 9=hi)	
<u>50A/33G</u>	<u>8.4</u> <u>1.38</u>	53. This recruiter continues phone prospecting until allotted time has elapsed, even if the set appointment goal is reached, thus reaching the appointment goal frequently and consistently overproducing.
<u>94B</u>	<u>1.6</u> <u>.68</u>	54. This recruiter did not introduce himself to the prospect, did not shake hands, and did not make the prospect feel welcome.
<u>100F</u>	<u>1.6</u> <u>.68</u>	55. This recruiter could not answer questions accurately at a high school presentation because of a lack of knowledge about Army programs.
<u>89F</u>	<u>7.0</u> <u>.88</u>	56. When tasked to present an overview of Army programs to high school students, this recruiter described the programs thoroughly and accurately, made the audience comfortable, and answered questions appropriately. As a result, the students were more aware of Army programs and less afraid of basic training.
<u>56D/33F</u>	<u>2.9</u> <u>1.20</u>	57. When talking with an applicant who wanted a particular job, this recruiter failed to point out that the Army has Career Management Fields with many jobs that could be of interest to the applicant. As a result of this omission, the applicant thought that an interesting job was not available.
<u>61A/22C</u>	<u>2.1</u> <u>1.20</u>	58. This recruiter lacked enthusiasm and failed to probe while telephoning for appointments. As a result, the recruiter fell behind on his RPMs.
<u>100H</u>	<u>8.0</u> <u>.88</u>	59. This recruiter, who had to go to MEPS to see an applicant, volunteered to pick up paperwork from another station and deliver it to MEPS, thus saving a recruiter from the other station a trip to MEPS.
<u>72B</u>	<u>8.7</u> <u>1.12</u>	60. This recruiter asked "who, what, etc." during the first contact in order to better "relate" to the applicant. As a result, the recruiter quickly built rapport with applicants.

CATEGORY (A-H)	EFFECTIVENESS (1=low to 9=hi)	
<u>39E/28F</u>	<u>2.7</u> <u>1.29</u>	61. This recruiter took personal time to demonstrate basic soldiering skills to DEPs. This led to letters of recognition from units. The "word spread" of this recruiter's interest and referrals and contracts resulted.
<u>82F</u>	<u>2.0</u> <u>1.03</u>	62. This recruiter led an applicant with prior service to believe that he could qualify for many job skills when this was not true. The applicant failed to enlist.
<u>100G</u>	<u>1.8</u> <u>.88</u>	63. This recruiter spends most of the day smoking and joking, and then tries to do all his work in the last hours of the day. Often, the work does not get done.
<u>87A/246</u>	<u>1.6</u> <u>1.03</u>	64. This recruiter made an appointment with an uninterested prospect just to meet the requirement for the PMS. This appointment resulted in a no-show.
<u>100H</u>	<u>1.5</u> <u>.81</u>	65. When asked to do a police check for another recruiter, this recruiter waited a week before doing so. As a result, the recruiter who needed the check lost that applicant and didn't make mission.
<u>3512/272</u>	<u>8.1</u> <u>.71</u>	66. After moving into a new recruiting area which was populated with mixed races, this recruiter was able to communicate with persons of all races and, thus, produced appointments to commitments which were three to one.
<u>65C</u>	<u>2.5</u> <u>1.16</u>	67. When interviewing an applicant who was concerned about how his girlfriend would react if he enlisted, this recruiter did not overcome the applicant's objection and failed to gain the contract.
<u>53A/200</u>	<u>2.0</u> <u>.87</u>	68. During area canvassing sessions at a shopping mall, this recruiter plays video games and seldom converses with potential prospects, thus consistently failing to obtain valid leads from area canvassing.
<u>44E/104</u>	<u>2.7</u> <u>.77</u>	69. Because this recruiter pushed very hard to get applicants processed well before the requirement, he put a lot of pressure on people and caused problems. He got a bad reputation as a result.

CATEGORY (A-H)	EFFECTIVENESS (1=low to 9=hi)	
<u>75H</u>	<u>7.5</u> <u>2.02</u>	70. This recruiter maintained the JOINS equipment to the highest of standards. As a result, the recruiting station passed the GL.
<u>44D/25F</u>	<u>2.7</u> <u>2.08</u>	71. In attempting to get parental consent from the parents of a 17-year old who desired to join the Army, this recruiter downplayed other services instead of telling of the benefits of the Army and, thus, failed to get parental consent.
<u>50F/25H</u>	<u>1.7</u> <u>.92</u>	72. Even though the high school was willing to give out information, this recruiter had no interest in developing a school program. As a result, there were low enlistments from the high school.
<u>75H</u>	<u>5.5</u> <u>1.12</u>	73. This recruiter took over an unproductive area on a voluntary basis in an attempt to make the area an asset for the station as a whole. The recruiter's new approach helped the station make high quality mission.
<u>62F</u>	<u>1.9</u> <u>.90</u>	74. This recruiter often failed to check prequalifications of prospective applicants, such as height, weight, and medical status. As a result, much time was lost pursuing unqualified candidates.
<u>44A/19F</u>	<u>7.5</u> <u>1.57</u>	75. When assigned to prospect among the county summer help program, this recruiter used the portable JOINS to cover all areas of Army training and education. This resulted in many leads and new contracts.
<u>100G</u>	<u>2.4</u> <u>.92</u>	76. This recruiter often leaves out materials that are to be included in the enlistment packet. This causes delays and extra work for others.
<u>94E</u>	<u>8.0</u> <u>1.20</u>	77. This recruiter set up a cinema van at a career fair and invited key people in the community to see it, creating community awareness for Army programs.
<u>69C/81C</u>	<u>8.4</u> <u>.99</u>	78. This recruiter used fact-finding questions to discover the prospect's dominant buying motive, resulting in a good sales interview.
<u>73H</u>	<u>7.7</u> <u>1.17</u>	79. This recruiter located several new leads by setting up a cinema van at a career fair.

CATEGORY (A-H)	EFFECTIVENESS (1=low to 9=hi)
-------------------	----------------------------------

<u>1000</u>	<u>3.0</u> <u>1.00</u>
-------------	------------------------

80. This recruiter made two appointments for the same day and time but in different areas. As a result, he missed one of the appointments.

<u>568/315</u>	<u>7.5</u> <u>1.32</u>
----------------	------------------------

81. This recruiter organized a TAIR event at a junior college by contacting the school counselor to discuss the Army's cinema van. The recruiter provided information sheets and necessary facts and requirements for the program and gained rapport with the school.

<u>630</u>	<u>1.5</u> <u>1.83</u>
------------	------------------------

82. Although an applicant said he was prior service and was only interested in the USAR, this recruiter tried to talk the applicant into enlisting. The applicant saw that he was not being listened to and left the office.

<u>440</u>	<u>5.2</u> <u>2.45</u>
------------	------------------------

83. This recruiter gave an effective presentation on SMAATTRESS to a high school class by getting student's input as to what each acronym meant to them, and by asking students if they would join the Army at the end of the class.

<u>508/216</u>	<u>1.7</u> <u>1.16</u>
----------------	------------------------

84. When invited to make a 30-minute presentation at a high school, this recruiter was disorganized and took 50 minutes to make the presentation. The recruiter was discredited.

<u>633/385</u>	<u>8.5</u> <u>1.47</u>
----------------	------------------------

85. When interviewed by a local TV station, this recruiter was very knowledgeable about Army programs and was impressively dressed in uniform, resulting in positive exposure for the Army.

<u>440/316</u>	<u>2.0</u> <u>1.54</u>
----------------	------------------------

86. Without checking an applicant's eligibility for various programs, this recruiter described the critical skill jobs (Combat Arms) in which bonuses and accelerated promotion could be achieved. The applicant was, however, ineligible and the recruiter had wasted time.

<u>880</u>	<u>7.0</u> <u>2.00</u>
------------	------------------------

87. This recruiter conducted 20 appointments with female high school graduates, using the JOIN machine and following the USAREC sales book. The recruiter received three enlistments out of the 20.



CATEGORY (A-H)	EFFECTIVENESS (1=low to 9=hi)
-------------------	----------------------------------

- |                |                        |   |
|----------------|------------------------|---|
| <u>336</u>     | <u>2.1</u> <u>.97</u>  | 88. This recruiter scheduled three appointments in one hour, although it was known that each interview would last for at least 30 minutes. Two appointments were missed and were not rescheduled.   |
| <u>335/262</u> | <u>2.7</u> <u>1.21</u> | 89. This recruiter brought his wife to a funded DEP dinner, making her available to discuss questions about Army life and benefits with spouses and girlfriends of DEPs.  |
| <u>448/396</u> | <u>7.5</u> <u>1.95</u> | 90. After securing an appointment over the phone, this recruiter went over the full prequalification check over the phone, while still maintaining rapport with the prospect. This ensured that the prospect was fully qualified before more time was committed to the applicant. |
| <u>723</u>     | <u>8.1</u> <u>1.61</u> | 91. In order to interact with prospects, this recruiter began to conduct Physical Education classes at the school one day a week in conjunction with the gym teacher. The recruiter made the previously unproductive school an asset to the recruiting station.                   |
| <u>525/442</u> | <u>2.4</u> <u>1.71</u> | 92. When talking with an applicant interested in higher education, this recruiter explained each of the Army programs available for education. This convinced the applicant to enlist.  |
| <u>896</u>     | <u>2.6</u> <u>1.50</u> | 93. While completing DD Form 1966, this recruiter failed to fill out all sections of the form. This recruiter did not know if the applicant was properly qualified as a result.   |
| <u>673</u>     | <u>1.6</u> <u>.89</u>  | 94. This recruiter lied to a female DEPer by stating that he wasn't married when he actually was. The DEPer was then suspicious that she had been lied to about the Army in general.  |
| <u>911</u>     | <u>7.0</u> <u>1.02</u> | 95. This recruiter had overproduced in a recruiting station month but also had a projected DEP loss. So, the recruiter put in extra time to make up for the loss, thus, contributing to the effectiveness of the station.   |

CATEGORY (A-H)	EFFECTIVENESS (1=low to 9=hi)
-------------------	----------------------------------

- |                |                        |  |
|----------------|------------------------|--|
| <u>56F/29G</u> | <u>2.2</u> <u>1.11</u> | 96. After establishing a set time to go to a high school each week to talk with students, this recruiter on several occasions forgot to go to the school at the scheduled time and failed to call the contact person at the school when he knew that he could not keep the appointment.  |
| <u>61A</u>     | <u>1.9</u> <u>.55</u>  | 97. This recruiter, who was told to make a certain number of appointments per week, called prospects and would not hang up until they agreed to an appointment. As a result, none of the prospects showed up for appointments.   |
| <u>83D</u>     | <u>8.1</u> <u>1.20</u> | 98. When a prospect only wanted one MOS, this recruiter explained to the applicant that he could enter the MOS only if he was qualified but that the bottom line was being a soldier. The prospect enlisted in a different MOS.  |
| <u>83G</u>     | <u>2.2</u> <u>1.21</u> | 99. This recruiter consistently leaves several blocks unfilled in enlistment packets.  |
| <u>82H</u>     | <u>2.5</u> <u>1.40</u> | 100. This recruiter was helping process an applicant who was getting a physical at the processing station. This recruiter left the processing station to do some work in his area (which was two hours away) without checking with other recruiters first. As a result, another recruiter had to drive the applicant home after the physical even though the applicant's home was in the first recruiter's area, two hours away. |
| <u>50G/20R</u> | <u>1.7</u> <u>.65</u>  | 101. In working with a prior service applicant, this recruiter failed to get documentation from the applicant, failed to ask if the applicant had tested already, and failed to ask about law violations. As a result, a great deal of time was spent with an applicant who was ineligible for enlistment.   |
| <u>72R</u>     | <u>2.1</u> <u>1.21</u> | 102. This recruiter lost his temper during an information gathering interview after being baited by the applicant.   |
| <u>61G/20R</u> | <u>2.4</u> <u>.70</u>  | 103. This recruiter waited until late in the day to call prospects and, thus, made appointments hastily, resulting in a high no-show rate.   |

CATEGORY (A-H)	EFFECTIVENESS (1=low to 9=hi)		
<u>51 G</u>	<u>2.1</u> <u>1.03</u>	104.	This recruiter sent an applicant for a physical even though the applicant was overweight. The applicant had to be denied enlistment, and time was wasted for all.
<u>51 D</u>	<u>2.6</u> <u>1.35</u>	105.	While interviewing an applicant who was only interested in adventure, this recruiter showed the applicant nearly every program the Army had. The applicant became bored and nearly left.
<u>94 G</u>	<u>8.6</u> <u>.96</u>	106.	This recruiter planned time each day for prospecting, processing, and follow-up for each of his/her mission categories. This allowed the recruiter to consistently make his/her mission.
<u>94 F</u>	<u>7.4</u> <u>1.01</u>	107.	This recruiter joined a civic club whose members were good centers of influence (e.g., police, Board of Education members). As a result, the station obtained school lists, stop out lists, and referrals which led to enlistments.
<u>72 C</u>	<u>8.3</u> <u>1.20</u>	108.	This recruiter adeptly determined the applicant's future plans, thus allowing the recruiter to make an accurate judgment regarding applicant's needs, and secure an interview with the applicant.
<u>72 A</u>	<u>2.91</u> <u>1.24</u>	109.	This recruiter consistently fails to ask applicants for interview appointments during telephone prospecting sessions. Hence, the recruiter fails to make the required number of appointments per week.
<u>65 A</u>	<u>8.6</u> <u>1.16</u>	110.	While on area canvas, this recruiter obtained a good lead. This recruiter immediately followed up and convinced the prospect to join in an "in-office" interview. The prospect eventually enlisted.
<u>56 D</u>	<u>2.5</u> <u>1.12</u>	111.	This recruiter failed to find the applicant's dominant buying motive, and thus failed to obtain a commitment from the applicant.

CATEGORY (A-H)	EFFECTIVENESS (1=low to 9=hi)	
<u>100 G</u>	<u>8.7</u> <u>1.15</u>	112. This recruiter used time wisely by prospecting early in the day, conducting appointments during the middle of the day, and doing follow-ups toward the end of the day. This allowed the recruiter to perform well on the job and still maintain a good quality of life.
<u>100 F</u>	<u>7.5</u> <u>1.34</u>	113. This recruiter provided a flag raising detail for the Fourth of July celebration held in a small town in her area.
<u>33C/33G</u>	<u>2.7</u> <u>1.29</u>	114. This recruiter improperly administered the CAST test, and consequently had no CAST results for a prospect.
<u>44A/40B</u>	<u>7.0</u> <u>1.70</u>	115. This recruiter used techniques learned in training and injected personality into telephone prospecting to create rapport with prospects.
<u>44A/40B</u>	<u>8.1</u> <u>1.67</u>	116. This recruiter spent free time at an Arcade talking with high school seniors and establishing rapport. As a result, seven seniors were enlisted in the DEP program.
<u>53C/1</u>	<u>2.0</u> <u>1.00</u>	117. This recruiter told each prospect from the ASVAB list that they should not let themselves be pushed into a decision. As a result, no appointments were made.
<u>65G</u>	<u>2.0</u> <u>1.00</u>	118. This recruiter often arrives late for appointments and usually calls the office to have another recruiter advise the applicant of the new appointment time. This results in dissatisfied applicants and fellow recruiters.
<u>72 E</u>	<u>7.8</u> <u>1.46</u>	119. This recruiter coordinated a luncheon for counselors and administrators featuring a speaker who talked about the educational programs offered by the Army.
<u>72 C</u>	<u>8.3</u> <u>1.00</u>	120. This recruiter interviewed all applicants completely to reveal needs, desires, and information that could stop processing.
<u>53A/70L</u>	<u>7.7</u> <u>1.00</u>	121. During an area canvassing session, this recruiter made contact with several people, and brought them directly into the recruiting station for interviews, leading to an RA enlisting one week later.

CATEGORY  
(A-H)

EFFECTIVENESS  
(1=low to 9=hi)

445 / 170

9.1 1.56 122.

This recruiter scheduled ASVABs, TAIR events, and Mar Day at a high school that was Navy oriented. The recruiter maintained high visibility and was 800% for that school year while the Navy took only one contract.

67 D

3.2 1.74 123.

This recruiter did not pay attention to an applicant's objections and could not come up with counter arguments. The station commander had to get involved in order to save the enlistment.

72 G

2.9 1.47 124.

After promising applicants that they would be picked up from the MEP site at 1200 hours, this recruiter failed to arrange the transportation until shortly after 1200 hours. Thus, the applicants were picked up late.

94 H

2.7 1.28 125.

When two DEPers from another recruiting area were stranded at a bus station, this recruiter picked them up and took them to their appropriate areas.

390 / 27.0

1.4 1.59 126.

When a grad prospect brought a high school senior prospect to the appointment to request the European buddy program, this recruiter ignored the senior prospect and tried to put the grad in a different program. Both prospects joined another branch of service as a result.

61 A

2.9 1.72 127.

This recruiter held a non-funded DEP function to which all of the DEP members brought a friend. The recruiter received two solid leads.

67 D

5.1 1.93 128.

This recruiter probed an applicant who was hesitant to commit to the Army until finding that applicant's uncle had discouraged her from joining. The recruiter went to the applicant's uncle's house with the applicant and sold him on the Army.

94 F

1.8 1.50 129.

This recruiter did not use regulations when preparing a waiver request for a law violation on an individual and had to prepare the request twelve times, wasting twelve hours.

CATEGORY (A-H)	EFFECTIVENESS (1=low to 9=hi)		
<u>100 H</u>	<u>1.6</u> <u>1.5</u>	130.	This recruiter failed to train a new recruiter and did not supervise the new recruiter in any way. As a result, the new recruiter was improperly trained.
<u>617 D</u>	<u>2.8</u> <u>1.7</u>	131.	This recruiter failed to properly follow the SMAATTRESS sequence and did not find out the prospect's interests. As a result, the prospect was confused during the FEBAs.
<u>72 A</u>	<u>8.8</u> <u>1.0</u>	132.	This recruiter used open-ended questions and excellent phone techniques to find prospects through the senior LRL. As a result, the DoD take from the high school increased 200%.
<u>50 D/44 F</u>	<u>8.7</u> <u>1.4</u>	133.	This recruiter used all incentive Regular Army Programs to sell the Army to a college grad. The college grad joined.
<u>70 D</u>	<u>2.1</u> <u>1.5</u>	134.	This recruiter uses the JOIN presentation regardless of how the interview is going or how the applicant is reacting to the material and, as a result, sometimes loses potential contracts.
<u>9441</u>	<u>8.0</u> <u>1.2</u>	135.	This recruiter stopped at the police station to retrieve forms for enlistment packets. While there, the recruiter picked up forms for two other recruiters in the office, saving them a trip.
<u>61 F/20 E</u>	<u>8.7</u> <u>1.0</u>	136.	This recruiter prepared and presented a concise and informative speech about opportunities for blacks in the Army at an all-black high school. The presentation was believable and well-received.
<u>50 F/20 E</u>	<u>1.70</u> <u>1.50</u>	137.	This recruiter was assigned to deliver a medal to a high school, a task that should have taken one hour total. This recruiter took three hours and then lied that he had delivered it when he hadn't.
<u>40 A/300</u>	<u>7.2</u> <u>1.0</u>	138.	During telephone prospecting sessions, this recruiter set up appointments with prospects without finding buying motives, thus leading to a high no-show rate.
<u>5112</u>	<u>8.0</u> <u>1.0</u>	139.	This recruiter enthusiastically developed a "big picture" for each applicant's potential career, making each applicant feel important.

CATEGORY  
(A-H)

EFFECTIVENESS  
(1=low to 9=hi)

22 G

1.9 1.17 140.

This recruiter failed to process an applicant in a timely manner. Due to the long delay, the applicant went to another branch of the service.

94 H

8.4 1.30 141.

This recruiter took charge of the station when the month-end was approaching and the station had not made mission. The recruiter motivated everyone and the integrity of the station was sustained.

61 C

2.2 1.07 142.

This recruiter failed to qualify an applicant and later found out that the applicant was not an American citizen.

61 B

8.8 1.33 143.

This recruiter often goes directly to the house of a prospect, introduces herself, and establishes rapport. Because of her ability to do this effectively, she has an excellent appointment attendance rate.

37 G/33 F

2.1 1.66 144.

This recruiter prepared school folders containing information about the Army's programs to be distributed during the upcoming school year.

94 F

8.0 1.00 145.

This recruiter, who was to appear on a local TV show, was given a set of questions that she would be asked and she prepared thoroughly. During the interview, the interviewer asked several very specific questions that weren't given to her beforehand. The recruiter was, however, able to give good coherent answers to these unexpected questions because she was well informed about the Army.

500/22 F

1.4 1.50 146.

This recruiter was unable to operate the JOIN and the prospect left the office unimpressed and unwilling to agree to a follow-up.

28 H

7.6 2.54 147.

While area canvassing, this recruiter brought an applicant to the station. After beginning to complete the packet, the recruiter found out that the applicant was a recent graduate of another recruiter's school. The recruiter turned the applicant over to the other recruiter, resulting in a contract for the other recruiter.

**CATEGORY  
(A-H)**

**EFFECTIVENESS  
(1=low to 9=hi)**

100 E

8.8 1.50 148.

This recruiter was responsible for an urban area of high unemployment and low educational levels. The recruiter helped push the local school board to begin an adult education program in the area. As a result, the respect of the community was increased and the number of enlistments went up.

39A/33B

8.6 1.50 149.

When a prospect was unable to come to the office, this recruiter drove to the prospect's home and got him to enlist.

28A/28E

2.3 1.25 150.

After being denied high school rosters from counselors at three schools, this recruiter failed to attempt to obtain the rosters from anyone else at the schools.

50 E/27E

1.3 1.75 151.

Although this recruiter was able to enlist many new people, he lied to and bullied people in order to do it. He was later relieved from duty as a result.

50 E/33E

2.3 1.25 152.

An applicant had reservations about joining the Army because she was afraid she'd fall behind her peers academically. This recruiter neglected to explain CLEP testing, tuition assistance, and Army College Fund in attempting to persuade the applicant. As a result, the sale was lost.

100 H

7.4 1.00 153.

When another recruiter requested a police check, this recruiter ran the police check at the police agency.

30 E

8.0 1.00 154.

This recruiter kept school officials informed of all Army-sponsored events and had give-aways at the school, which had previously denied access to the military. As a result, the Army was permitted access and the recruiter had ten DEPs from the senior class.

77E

8.2 1.25 155.

This recruiter was on the phone when a recruit walked into the station. This recruiter put the phone call on hold, introduced himself to the recruit, established rapport, and gave the recruit a brochure. This recruiter then returned to the phone, asked to continue the conversation later, and rejoined the recruit for an interview.



CATEGORY  
(A-H)

EFFECTIVENESS  
(1=low to 9=hi)

- 41G/35A 1.5 1.06 156. This recruiter failed to follow up on appointment complaints from prospects and lost contracts.
- 37F 1.7 1.59 157. This recruiter told an applicant about a program which didn't exist in the Army option during the sales presentation. As a result, the applicant felt that he'd been lied to and didn't enlist.
- 100G 2.2 1.72 158. This recruiter wasted time all day and had to rush to make the required three appointments at the end of the day. As a result, the recruiter failed to prequalify applicants on the phone.
- 88H 2.2 1.07 159. This recruiter insures that if any other recruiter has applicants testing in a radius nearby, they can share transportation back to the recruitment station.
- 77E 6.1 1.29 160. When contacted by black history officials regarding accomplishments of black soldiers in the Army, this white recruiter volunteered to give a speech at the celebration and also set up an information booth.
- 500/24E 2.5 1.5 161. This recruiter gained the trust of a suspicious prospect by using JOIN, providing evidence for what he was saying (e.g., Regulations, Occupational Handbook), and having the company commander verify the information.
- 31A 1.0 1.35 162. To meet the requirement of two male grad contacts each day, this recruiter simply telephoned the first two names in the telephone book and then went home. This resulted in no appointments.
- 595/41B 1.5 1.72 163. This recruiter did not brief a DEPer on items to take to basic training or the options in the enlistment contract. As a result, the DEPer refused to go to basic and was a DEP loss.
- 415/24A 1.3 1.07 164. While canvassing an area for prospects, this recruiter stopped by a tavern and had drinks with friends rather than continuing working.

CATEGORY (A-H)	EFFECTIVENESS (1=low to 9=hi)		
<u>944</u>	<u>9.1</u>	<u>1.06</u>	165. This recruiter, who had made mission, continued working very hard to write contracts and assisted other recruiters with interviews, area canvassing, etc., to ensure that the station made its mission. As a result, the station and his/her coworkers were successful.
<u>77E</u>	<u>2.2</u>	<u>1.46</u>	166. This recruiter failed to notify the guidance counselor about scheduling an orientation tour to an Army post for high school students. The recruiter and five students got in trouble for leaving school and traveling without permission.
<u>65A</u>	<u>5.1</u>	<u>2.00</u>	167. This recruiter did not stop to pick up a male prospect walking along the road. Later that day, the prospect walked into the office to inquire about joining the Army.
<u>476/11A</u>	<u>1.5</u>	<u>1.04</u>	168. This recruiter failed to construct a Lead Refinement List for the current school year.
<u>35F/27D</u>	<u>9.5</u>	<u>1.00</u>	169. In order to gain their consent, this recruiter set up an appointment with both parents of an applicant and politely and professionally explained Army programs. The parents gave their consent.
<u>55 G</u>	<u>2.5</u>	<u>1.52</u>	170. This recruiter scheduled six appointments in one day in order to reach the weekly requirement. The recruiter was then unable to keep all of the appointments due to time constraints.
<u>100H</u>	<u>1.4</u>	<u>.68</u>	171. This recruiter left the office while twelve people were waiting to have their enlistment applications completed in time to be shipped to training. Another recruiter had to do all the work.
<u>352/17C</u>	<u>1.3</u>	<u>.46</u>	172. When an applicant told his recruiter of a hearing problem in both ears, this recruiter said not to tell anyone about it. The applicant later failed the hearing test at MEPS and was left with a bad impression of the Army.

CATEGORY (A-H)	EFFECTIVENESS (1=low to 9=hi)		
<u>65B</u>	<u>2.4</u> <u>1.37</u>	173.	After an applicant had completed but failed the CAST, this recruiter told the applicant that he had failed and terminated the interview immediately. The applicant was angry and embarrassed because of the recruiter's behavior.
<u>47A/41G</u>	<u>1.5</u> <u>.94</u>	174.	When sent out to area canvas for male grads, this recruiter spent most of his time flirting and talking with females. The time was totally wasted.
<u>59A/24D</u>	<u>3.2</u> <u>1.44</u>	175.	This recruiter stopped only a few of the students walking by the recruiting display table in a high school cafeteria. The recruiter was able to get only one appointment.
<u>66D</u>	<u>7.8</u> <u>1.39</u>	176.	When interviewing an applicant who wanted to continue his education, this recruiter explained U.S. Army educational benefits that met the applicant's needs. The recruiter addressed all of the benefits related to the applicant's motives, from least important to most important.
<u>100G</u>	<u>2.5</u> <u>1.65</u>	177.	This recruiter consistently schedules two or more appointments for the same period of time, forcing him/her to juggle the interviews, thus losing the opportunity to meet with the applicants.
<u>944</u>	<u>2.9</u> <u>1.45</u>	178.	When going to the court house to do applicant police checks, this recruiter failed to ask if fellow recruiters needed anything from the court house. As a result, other recruiters who needed checks done spent extra time doing them.
<u>53C</u>	<u>2.4</u> <u>1.1</u>	179.	An applicant told this recruiter that he had a felony charge. This recruiter disqualified the applicant without checking on the charge. The charge was actually a misdemeanor and the applicant could have qualified.
<u>52B</u>	<u>2.8</u> <u>1.18</u>	180.	This recruiter stopped an interview with an obviously overweight prospect by telling him to come back if and when he lost weight. The prospect did lose weight, but joined the Navy instead.

## APPENDIX D

### Summary Statement Retranslation Workshop Instructions

Recruiter Effectiveness Workshop

16 August 1986

Sponsor: U. S. Army Research Institute for the  
Behavioral and Social Sciences, Alexandria, VA

Contractor: Personnel Decisions Research Institute  
Minneapolis, MN

## Overview

The U. S. Army Research Institute is sponsoring a project targeted toward developing state-of-the-art performance rating scales for the Army recruiter job. Today we are going to work together to design rating scales that are referred to as behavior-based rating scales. Behavior-based rating scales are a type of rating form that offers the opportunity for relatively objective assessments of performance.

You have been asked to participate in today's workshop because having worked as a recruiter and observed other recruiters on the job you are the best source of information about recruiter performance. The information you provide today, in conjunction with that of the other participants, will be used to evaluate, refine, and finalize a set of behavior-based Army recruiter performance rating scales. Your participation in today's workshop is, therefore, very important.

Before introducing the behavior-based rating scale concept, let's look at some other kinds of rating forms. Examples 1a. and 1b. on the following pages are called trait ratings because the ratings refer to personal characteristics or traits of the ratees. These ratings are highly subjective. For instance, on 1b. each rater has his or her own definition of what leadership is and what it means to be "good" vs. "poor" in leadership. The rating form in example 2 is numerical but, as with the trait rating scales, the rater is not given any information as to what it means to perform at a poor, average, or excellent level. When rating scales are not well-defined, raters will often disagree on the performance level of the individual.

A behavior-based rating scale is provided in example 3. Notice that the performance category is defined by the behaviors that lead to effective performance. Likewise, ineffective, effective, and average performance is defined in terms of specific behaviors rather than traits.

## ALTERNATIVE PERFORMANCE RATING SCALE FORMATS

### 1a. Examples of trait ratings:

Excerpts from a U.S. Army document regarding performance appraisal

Lower Seneca Town  
August 15, 1913

Sir:

I forward a list of the officers of the 27th Regt. of Inftry.  
arranged agreeably to rank. Annexed thereto you will find all the  
observations I deem necessary to make them.

Respectfully,  
I am, Sir,  
Yo. Cot. Servt.

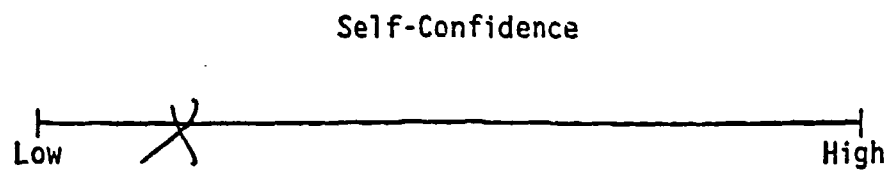
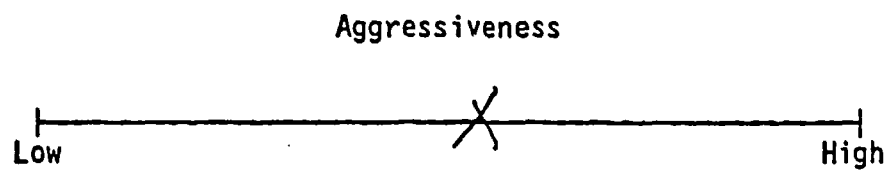
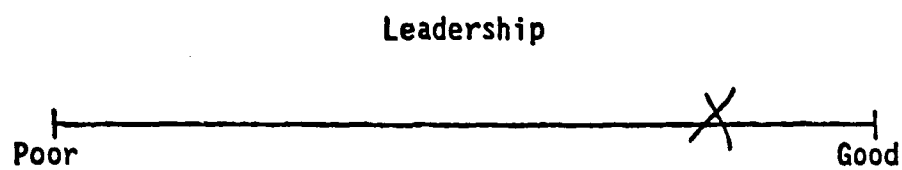
Lewis Cass  
Brig. Gen.

#### 27th Infantry Regiment

Alex Denniston - Liet. Col., Comdg.	- a good natured man.
Clarkson Crolins - First Major	- a good man, but no officer.
Captain Shotwell	- a man of whom all unite in speaking ill, a knave des- pised by all.
" Allen Reynolds	- an officer of capacity, but imprudent and a man of most violent passions.
First Lieut. Wm Perrin	- low vulgar men, with excep- tion of Perrin, Irish and from the meanest walks of life-possessing nothing of the character of officers or gentlemen.
" " Danl. Scott	
" " Jas. I. Ryan	
" " Robt. McElwrath	
" " Robt. P. Ross	- willing enough-has much to learn-with small capacity.
2nd Lieut. Nicholas G. Carner	- a good officer but drinks and disgraces himself and the services.

SOURCE: The First Recorded Efficiency Report in the Files of the  
War Department, August 15, 1813.

1b. Another example of trait ratings:





2. Examples of numerically anchored ratings:

a.

Quality of Work

1 2 3 4 5

b. Quality of Work: Judge the amount of scrap, consider general care and accuracy of work.

poor, 1-6; average, 7-18; good, 19-25

20

c.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	25	
																	X								
Quality	POOR					BELOW AVERAGE					ABOVE AVERAGE					AVERAGE					EXCELLENT				

### 3. Examples of behavior-based rating scales:

#### A. TECHNICAL KNOWLEDGE/SKILL

Displaying job and soldiering knowledge/skill.

LOW 1	2	3	4	5	6	HIGH 7
<p>Displays little knowledge about how to accomplish important work and tasks, and often fails to perform assignments properly due to lack of job/soldiering skills.</p> <p>Is unable to perform effectively without supervision; performs jobs/tasks/assignments more slowly than other first termers.</p>		<p>Displays good knowledge in most aspects of the job and in soldiering, and has sufficient skills to get the majority of assignments done properly.</p> <p>Performs effectively with little supervision on the relatively easy assignments but needs a supervisor's guidance for more difficult tasks; accomplishes jobs in about the same amount of time as other first term SMs.</p>			<p>Displays considerable knowledge about how to accomplish important work and tasks, and has the skills to consistently get assignments done properly.</p> <p>Performs effectively with very little supervision; accomplishes tasks and assignments efficiently often much more quickly than the average first term SM.</p>	

Names of the soldiers you are rating:	How effective is each soldier in this performance category?						
1.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
2.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
3.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
4.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
5.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7

#### B. INITIATIVE/EFFORT

Showing initiative and extra effort on the job/mission/assignment.

LOW 1	2	3	4	5	6	HIGH 7
<p>Refuses to volunteer for assignments or put in extra hours and effort; may even react with hostile attitude when asked to volunteer or work long hours.</p> <p>Gives up easily when faced with obstacles, adversity, or discomfort.</p>		<p>Volunteers for some assignments and puts in extra effort when it's very important to do so.</p> <p>Hangs in there with determination when it's really important to overcome obstacles on the job in the field, etc.</p>			<p>Volunteers enthusiastically, takes initiative promptly and effectively when opportunities arise, and voluntarily works long, extra hours to complete assignments, even without being asked.</p> <p>Refuses to give in to adversity and pushes on with considerable stamina to overcome all obstacles until the assignment is completed.</p>	

Names of the soldiers you are rating:	How effective is each soldier in this performance category?						
1.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
2.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
3.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
4.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
5.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7

Behavior-based rating scales have at least five advantages over other types of scales.

1. Scales constructed to reflect performance requirements regarded as important by those knowledgeable about the job.
2. Scales define in concrete terms the relevant and important performance requirements.
3. Job experts (i.e., recruiters) agree on the effectiveness levels of scaled job behaviors used as performance effectiveness "anchors."
4. Rating task with these scales emphasizes objective observation rather than subjective evaluation.
5. In sum, raters can compare the observed performance of a soldier to behavioral benchmarks or standards of effectiveness, resulting in more objective performance judgments.

Over the last eight years or so we have conducted a number of interviews/workshops with recruiters in the Navy and Marine Corps, as well as the Army, to develop behavior-based scales for rating recruiter performance. This work has culminated in a set of eight categories of recruiter performance. These are listed below.

- A. Locating and Contacting Qualified Prospects
- B. Gaining and Maintaining Rapport
- C. Obtaining Information from Prospects and Determining Their Needs and Interests
- D. Sales Skills
- E. Establishing and Maintaining Good Relationships in the Community
- F. Providing Knowledgeable and Accurate Information About the Army
- G. Organizing Skills
- H. Supporting Other Recruiters and USAREC

Notice that the first four categories deal with the recruiting sequence - from prospecting to closing the sale. The remaining four categories address other aspects of the recruiter job.

Each of these eight categories is defined by the behaviors that make for effective performance as a recruiter. In other words, the categories do not refer to vague personality characteristics or traits like "initiative." Instead, these scales were derived through actual examples of recruiter performance, given to us by recruiters.

A few weeks ago (26 June), we asked Army recruiters like yourselves to review and refine the preliminary version of recruiter rating scales and to provide us with actual examples of recruiter performance. We revised the preliminary rating scales in accordance with their comments.

The resulting recruiter rating scales are organized according to the eight recruiter performance categories. These are defined on the following pages. You will need to be thoroughly familiar with each category to accomplish today's task, so please take a few minutes now to read through the definitions of the categories carefully.

## **Categories of Recruiter Performance**

### **A. Locating and Contacting Qualified Prospects**

"Prospecting" effectively; contacting large numbers of persons likely to enlist in the Army; skillfully using the telephone, referrals, DEPs, advertising ideas, special events, etc., to contact and get the attention of civilians eligible for Army service; knowing where and when to prospect; ability to persist in prospecting and following up on leads even under considerable adversity; getting prospects into the office.

### **B. Gaining and Maintaining Rapport**

Building rapport with prospects in the office; gaining the trust and respect of prospects; adjusting to applicant's styles and acting appropriately with different types of applicants.

### **C. Obtaining Information from Prospects and Determining Their Needs and Interests**

Listening skills; making accurate judgments about prospects' needs, goals, and desires, etc., based on good interviewing skills; effectively obtaining information about prospects from other sources (e.g., high school principal) to assess their qualifications and needs; accurately assessing prospects' eligibility for various programs.

### **D. Sales Skills**

Skillfully persuading prospects to join the Army; using Army benefits and opportunities effectively to sell the Army; closing skills; adapting selling techniques appropriately to different prospects; effectively handling objections to joining the Army.

### **E. Establishing and Maintaining Good Relationships in the Community**

Contacting and working effectively with high school counselors and principals, civic leaders, and others capable of helping recruiters to enlist prospects; building a good reputation for the Army by developing positive relationships with persons in the community; establishing and maintaining good relationships with parents and family of prospects; presenting a good Army image in the community.

### **F. Providing Knowledgeable and Accurate Information About the Army**

Displaying considerable knowledge about Army programs, schools, educational opportunities, etc.; providing accurate information about Army life; being up-to-date on changes in Recruiting Regulations and on other directives pertaining to program changes, eligibility for programs, etc.; skillfully relaying information about BCT so that prospect/recruit is informed about what to expect but is not discouraged from joining the Army; answering questions about the Army in a competent manner.

#### **G. Organizing Skills**

Planning ahead; organizing time efficiently; completing paperwork accurately and on time; keeping track of appointments; not wasting time.

#### **H. Supporting Other Recruiters and USAREC**

Coordinating activities with other recruiters to maximize the productivity of the station and company; using own skills and/or time to support other Army recruiters when appropriate; pitching in to support orders and directives from higher levels; providing constructive feedback to other Army recruiters concerning their skills, style, etc.; providing helpful tips to new recruiters.

Now, look at Figure 4. Figure 4 shows an example rating scale for Category A, Locating and Contacting Qualified Prospects. The category title appears at the top of the page and the category definition is below it. Notice that there are three blank boxes underneath "Extremely Effective Performance," three blank boxes underneath "Effective Performance," three blank boxes under "Marginal Performance," and three blank boxes under "Ineffective Performance." In total there are 12 blank boxes for this category.

Recall the example of behavior-based rating scales in Figure 3. You will remember that the unique feature of behavior based rating scales is that they are specifically defined in terms of the behaviors that constitute effective, ineffective, and average performance. Each blank box on Figure 4, therefore, represents a missing statement about recruiter behavior. Likewise, these statements are missing for each of the eight performance categories in another handout. In total, 96 statements are missing.

Your task this morning is to reconstruct/construct the Army recruiter rating scales. We will give you a set of 96 cards with statements about recruiter behavior on them. We would like for you to build the rating scales by placing each of the 96 statements into one of the eight performance categories and placing each statement at the appropriate effectiveness level within the category.

Figure 4. Example Rating Scale for Category A

A. LOCATING AND CONTACTING QUALIFIED PROSPECTS

"prospecting" effectively; contacting large numbers of persons likely to enlist in the Army; skillfully using the telephone, referrals, DEPs, advertising ideas, special events, etc., to contact and get the attention of civilians eligible for Army service; knowing where and when to prospect; ability to persist in prospecting and following up on leads even under considerable adversity; getting prospects into the office.

9 or 10

Extremely Effective Performance

--	--	--

6, 7, or 8

Effective Performance

--	--	--

3, 4, or 5

Marginal Performance

--	--	--

1 or 2

Ineffective Performance

--	--	--

## Instructions for Building Recruiter Rating Scales

You will be given three materials to use in building recruiter rating scales:

- 1) 96 cards each of which describes an aspect of recruiter performance;
- 2) a blank set of Army recruiter rating scales - one scale for each recruiter performance category; and,
- 3) an answer sheet to use in recording your final rating scales.

For each of the 96 cards, you will need to make two judgments. First, you'll need to decide which performance category the statement on the card belongs in. Second, you will need to decide whether the statement reflects Extremely Effective Performance, Effective Performance, Marginal Performance, or Ineffective Performance in that performance category.

For each of the eight performance categories, three statements should reflect Extremely Effective Performance, three statements should reflect Effective Performance, and likewise three statements should reflect the other two effectiveness levels (see Figure 4).

Here are some steps to follow in designing the rating scales.

- 1) Become thoroughly familiar with each performance category so that you have a feel for the behaviors it includes.
- 2) Read the statement on your first card and decide which performance category it belongs in. Then, place the card on your blank copy of the rating scales under that category.
- 3) Next, decide which effectiveness level, Extremely Effective, Effective, Marginally Effective, or Ineffective the statement reflects and place the card in the appropriate place.
- 4) Continue steps 2 and 3 for each of the 96 statements, revising your earlier decisions as needed.
- 5) Fill in the answer sheet. Each statement has a number on it. Write this number in the appropriate category and effectiveness level of the answer sheet.

To be sure that everyone is on-board with what we're doing, let's walk through a shorter example together. In Figure 5 there are two blank rating scales and in Figure 6 there are 12 statements about soldiering behavior that belong in these two categories. Please read through these statements briefly, then look at the answer sheet in Figure 7 to see how a soldier put the scales together.

It is imperative that you fill in the answer sheet correctly because your responses will tell us whether or not the statements are appropriate for a category or effectiveness level.



**Figure 5. Two Blank Soldier Rating Scales**

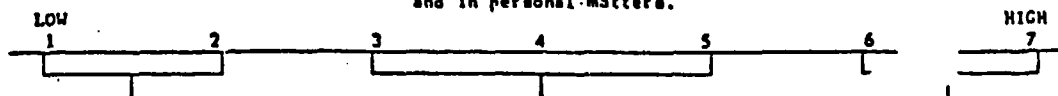
### C. FOLLOWING REGULATIONS AND ORDERS

**Adhering to regulations, orders, and SOP and displaying respect for authority.**



#### D. INTEGRITY

**Displaying honesty and integrity in job-related and in personal matters.**



**Figure 6. Statements About Soldier Effectiveness**

1. Follows Army/unit rules and regulations almost without fail, especially those that are important for safety and security; always obeys orders.
2. Can always be trusted to be truthful, straightforward, and honest even when own personal interests might be jeopardized.
3. Borrows military equipment or personal possessions without permission.
4. Always reports promptly for duty, formation, appointments, etc.; can always be counted on to be at appointed area on time; remains alert at assigned post even when it is inconvenient or difficult to do so.
5. Is often late and/or fails to show up for duty, formations, the job, etc.; may leave assigned post, in serious violation of regulations/orders.
6. Sometimes makes up excuses to avoid duty and denies responsibility for job-related mistakes he/she makes.
7. Owns up to job-related mistakes and provides complete and accurate information necessary for administrative decisions.
8. Is always on time for duty, formations, etc., when it's important to be prompt; if late, has a good reason; never leaves assigned post or falls asleep on duty.
9. Takes extra steps to protect the security of military equipment and personal possessions, even when not directed to do so.
10. Is very careful to follow the spirit as well as the letter of Army/unit rules and regulations; not only obeys orders but does so quickly and with enthusiasm.
11. Resists temptations to borrow available military equipment or personal possessions without permission; promptly returns found property to rightful owners.
12. Tends to ignore, or otherwise fail to follow Army/unit rules, regulations, or orders; may display lack of respect toward superiors.

Figure 7. Example Answer Sheet

C. Following Regulations and Orders

High Performance	<u>10</u>	<u>4</u>
Average Performance	<u>1</u>	<u>8</u>
Low Performance	<u>12</u>	<u>5</u>

D. Integrity

High Performance	<u>2</u>	<u>9</u>
Average Performance	<u>7</u>	<u>11</u>
Low Performance	<u>3</u>	<u>6</u>

**APPENDIX E**  
**Summary Statement Retranslation Data**

Data provided next to each summary statement indicate the percent of the participants who placed the summary statement into a specific performance category and the percent who placed the summary statement at a particular effectiveness level. The format for these data is: %in category (category)/ % at effectiveness level (effectiveness level). Performance categories are A-II, and effectiveness levels range from I - extremely effective to 4 = ineffective.

## ARMY RECRUITER PERFORMANCE CATEGORIES

16 August 1986

## **CATEGORIES OF ARMY RECRUITER PERFORMANCE**

- A. LOCATING AND CONTACTING QUALIFIED PROSPECTS**
- B. GAINING AND MAINTAINING RAPPORT**
- C. OBTAINING INFORMATION FROM PROSPECTS AND DETERMINING THEIR NEEDS AND INTERESTS**
- D. SALES SKILLS**
- E. ESTABLISHING AND MAINTAINING GOOD RELATIONSHIPS IN THE COMMUNITY**
- F. PROVIDING KNOWLEDGEABLE AND ACCURATE INFORMATION ABOUT THE ARMY**
- G. ORGANIZING SKILLS**
- H. SUPPORTING OTHER RECRUITERS AND USAREC**

# A. LOCATING AND CONTACTING QUALIFIED PROSPECTS

"prospecting" effectively; contacting large numbers of persons likely to enlist in the Army; skillfully using the telephone, referrals, DEPs, advertising ideas, special events, etc., to contact and get the attention of civilians eligible for Army service; knowing where and when to prospect; ability to persist in prospecting and following up on leads even under considerable adversity; getting prospects into the office.

9 or 10

## Extremely Effective Performance

- Displays exceptional ingenuity and energy in advertising the Army and in locating prospects.

54. 93(A)/79(1)

- Makes very judicious use of referrals or persons recruited recently or placed in DEP/DTP to get names of qualified young men and women likely to join the Army.

32. 100(A)/50(1); 43(2)

- Is adept at using a variety of prospecting tools effectively: PDR/prospect cards, advertising, REACT, school contacts, personal appearances, telephone

52. 86(A)/63(1); 21(2)

6, 7, or 8

## Effective Performance

- Uses a number of sources for prospecting such as unemployment offices, sports events, and employees at youth hangouts.

66. 100(A)/43(1); 50(2)

- Often persuades prospects to visit the recruiting office by using the telephone effectively or by talking to prospects in person.

12. 92(A)/69(2); 23(1)

- Follows up promising leads on potential recruits.

89. 100(A)/79(2)

3, 4, or 5

## Marginal Performance

- Is somewhat slow and unaggressive in pursuing leads and does not make good use of recruits or others in obtaining leads.

43. 92(A)/38(3); 62(4)

- Exerts effort prospecting, but does not seek prospects in optimal locations.

75. 93(A)/86(3)

- Sometimes spends too much time with a prospect at the expense of contacting other prospects, or spends time with a person who is disinterested or has something else to do.

23. 50(A); 21(B)/57(3); 36(4)

1 or 2

## Ineffective Performance

- Possesses poor prospecting skills; may be reluctant to make calls or may sound disinterested and bored when talking to prospects.

51. 100(A)/57(4); 43(3)

- Uses very few prospecting tools; waits for prospects to come to him/her; almost always fails to follow up on leads, even promising ones.

85. 100(A)/86(4)

- Fails to become familiar with own recruiting zone, and thus lacks knowledge about sources of potential recruits.

1. 79(A)/79(4)

# 8. GAINING AND MAINTAINING RAPPORT

Building rapport with prospects in the office; gaining the trust and respect of prospects; adjusting to applicant's styles and acting appropriately with different types of applicants.

9 or 10

## Extremely Effective Performance

- Greets all prospects appropriately; is adept at setting them at ease and getting them to talk, regardless of their background, race, or personality; deals very effectively with persons of all races.

22. 100(B)/100(1)

- Is adaptable, but not phony in acting with all types of prospects; maintains a sincere, courteous, and friendly atmosphere in the office.

36. 100(B)/57(1); 43(2)

- Answers prospects' questions politely and patiently, no matter how unimportant they seem.

84. 69(B); 23(C)/46(1); 54(2)

6, 7, or 8

## Effective Performance

- Is almost always able to put prospects at ease when they first enter the office.

20. 100(B)/57(2); 43(1)

- Expresses concern toward prospects or DEPs and shows interest in their recruitment activities; for example, warmly wishes a recruit good luck in BCI.

42. 71(B)/57(1); 43(2)

- Shows interest in most persons who enter the office and interacts with them in a warm and friendly way.

2. 93(B)/71(2)

3, 4, or 5

## Marginal Performance

- Has a standard approach with all persons which, at times, is inappropriate, such as a manner of greeting, speech, or telling war stories.

58. 100(B)/79(3)

- Occasionally appears disinterested when with a prospect; sometimes forgets an applicant's name.

14. 79(3)/57(3); 36(4)

- Is discourteous at times; for example, will sometimes interrupt an applicant while he/she is speaking.

71. 86(B)/57(3); 43(4)

1 or 2

## Ineffective Performance

- Ignores or is rude to applicants who do not seem, at first sight, to be "good soldiers."

93. 93(B)/86(4)

- Will interrupt an ongoing interview to interview another person or will perform other duties during an interview and give an impression of being disinterested in the person.

27. 50(B); 14(6); 14(4)/  
43(4); 57(3)

- Is cold and impolite upon initial meeting and answers questions in a disinterested, nonpersonable way.

44. 100(B)/100(4)



# C. OBTAINING INFORMATION FROM PROSPECTS AND DETERMINING THEIR NEEDS AND INTERESTS

Listening skills; making accurate judgments about prospects' needs, goals and desires, etc., based on good interviewing skills; effectively obtaining information about prospects from other sources (s.g., high school principal) to assess their qualifications and needs; accurately assessing prospects' eligibility for various programs.

9 or 10

## Extremely Effective Performance

- Always listens attentively to applicant and then asks the right questions at the right time so that applicant reveals both positive and negative information and his/her interests and capabilities.

79. 93(c)/79(1)

- Always talks with prospects' school counselors, teachers, friends, and parents in a discreet, genuinely interested manner and thus obtains relevant information about prospects' interests, abilities and, when applicable, needs for waivers.

55. 46(c); 46(e)/42(1); 38(2)

- Consistently remembers and analyzes information gathered from prospects to make wise suggestions about programs to consider; very rarely mismatches an applicant's interests with Army program requirements.

21. 79(c); 86(1)

6, 7, or 8

## Effective Performance

- Listens to individuals' reasons for considering the Army and asks questions about their interests.

74. 93(c)/86(2)

- Consistently makes necessary checks on applicants to determine their eligibility for enlistment; knows when specific checks are necessary; administers CAST properly.

29. 50(c); 21(10)/64(1); 36(2)

- Tries to identify Army programs that are well suited for the applicant's needs, interests, and capabilities.

65. 86(c)/57(2); 36(1)

3, 4, or 5

## Marginal Performance

- Sometimes talks too much without letting prospects or applicant talk enough; doesn't always learn enough about the individual to recommend appropriate programs.

3. 93(c)/64(3); 29(4)

- May check a few references to learn about an applicant but does not always make necessary checks.

67. 71(c)/86(3); 29(2)

- Suggests programs prematurely or suggests programs that do not result in a good match for the individual and the Army.

90. 69(c); 31(10)/69(5); 23(4)

1 or 2

## Ineffective Performance

- Ignores applicants' stated interests; doesn't probe to identify dominant buying motive.

95. 86(c)/93(4)

- Learns very little from others about applicants; may fail to check references even when it is important to do so; may administer CAST improperly and lose or fail to obtain CAST results.

38. 79(c)/50(4); 36(3)

- Suggests programs applicant is either not qualified for or not interested in.

24. 64(c); 36(10)/64(4); 36(3)

# D. SALES SKILLS

Stillfully persuading prospects to join the Army; using Army benefits and opportunities effectively to sell the Army; closing skills; adapting selling techniques appropriately to different prospects; effectively handling objections to joining the Army.

9 or 10

## Extremely Effective Performance

- Is able to sell almost any appropriate program to an applicant even when the applicant is set on a different program for which he/she does not qualify; describes Army life in an appropriate and convincing way for each prospect; is exceptionally effective and quick in handling objections about the Army or a program.

4. 100(D)/79(1); 21(2)

- Always knows when to close the sales presentation and start processing the paperwork; is excellent at "closing the sale."

70. 100(D)/93(1)

- Knows just the right people to include or to mention while talking with a prospect; consistently identifies these benefits most likely to convince each prospect.

15. 36(D); 36(C)/43(1); 50(2)

6, 7, or 8

## Effective Performance

- Is capable of selling several programs; shows films relevant to programs and to Army life; uses JOIN or the sales book effectively to help sell Army.

49. 93(D)/64(2); 36(1)

- Usually asks prospect if he/she is ready to enlist after presenting a convincing sales presentation about joining the Army.

86. 100(D)/57(1); 21(3)

- Often mentions specific benefits likely to persuade a prospect; describes Army life well; is prepared to handle frequently heard objections about the Army.

97. 93(D)/57(2); 36(1)

3, 4, or 5

## Marginal Performance

- Describes Army benefits, programs, and life in a way that is not always suited to the particular prospect.

64. 43(D); 29(C)/57(3)

- Sometimes misses opportunities to close a sale; for example, may oversell prospects after they say they are ready to enlist.

6. 100(D)/79(3)

- Often ignores criticisms of Army life a prospect makes.

91. 29(D); 50(C)/29(3); 50(4)

1 or 2

## Ineffective Performance

- Often oversells a specific program and loses prospects when they don't qualify for it; neglects to describe other important aspects of Army life.

59. 44(D); 29(C)/50(3); 50(4)

- Is frequently unable to handle objections to joining the Army; may end a conversation when prospect states an objection.

78. 100(D)/71(4)

- Frequently emphasizes benefits or aspects of Army life which are irrelevant or unappealing to the particular prospect; may describe Army life, benefits and programs in a bland, unenthusiastic manner.

20. 50(D); 43(F)/36(4); 50(3)

## E. ESTABLISHING AND MAINTAINING GOOD RELATIONSHIPS IN THE COMMUNITY

Contacting and working effectively with high school counselors and principals, civic leaders, and others capable of helping recruiters to enlist prospects; building a good reputation for the Army by developing positive relationships with persons in the community; establishing and maintaining good relationships with parents and family of prospects; presenting a good Army image in the community.

9 or 10

### Extremely Effective Performance

- Is exceptionally adept at cultivating and maintaining excellent relationships with school counselors, teachers, principals, police, local business persons, and others who are important for getting referrals.

52. 93(E)/85(1)

- Is innovative in informing the public about the Army; actively promotes the Army and makes friends for the Army while doing it; always distributes the most current Army information.

8. 50(E); 50(F)/71(1)

- May volunteer off-duty time to work on community projects, celebrations, parades, etc.

73. 100(E)/36(1); 64(2)

6, 7, or 8

### Effective Performance

- Spends productive time with individuals such as police, city government, or school officials; may personally lunch with them, distribute calendars, appointment books, buttons, etc., to them, and/or invite them to COI luncheons.

63. 100(E)/50(2); 50(1)

- Arranges for COIs such as Army activities as educator tours; keeps relevant persons informed of Army activities.

94. 100(E)/36(2); 43(1)

- Encourages principals, counselors, and other persons important to a prospect to call if they have any questions about the Army.

18. 86(E)/71(2)

3, 4, or 5

### Marginal Performance

- Relationships with COIs and persons important to an applicant are distant and underdeveloped; rarely contacts school officials; keeps them waiting for information they want.

19. 100(E)/64(3)

- Is not alert to opportunities to promote the Army; rarely volunteers off-duty time to promote the Army and is unenthusiastic when approached to do something for the community; rarely accepts speaking invitations.

81. 93(E)/71(3)

- Is, at times, discourteous to persons in the community; for example, sends form letters to persons who have assisted him or other Army recruiters; is not always alert to the family's need for more information about the Army and the program in which their son or daughter enlisted.

39. 100(E)/54(3); 38(4)

1 or 2

### Ineffective Performance

- Does not contact high school counselors; does not accept speaking engagements; drives around in car instead of getting out and meeting people.

83. 79(E)/50(3); 50(4)

- Alienates persons in community or persons important to an applicant or recruit by ignoring them, not answering their questions, responding rudely, demanding information, encouraging high school students to drop out of school; does not appear at recruiting presentations for which he/she is scheduled.

56. 93(E)/86(4)

- Presents negative image of the Army by doing things like driving while intoxicated or speeding; may express dislike for the Army or recruiting.

7. 100(E)/93(4)

# F. PROVIDING KNOWLEDGEABLE AND ACCURATE INFORMATION ABOUT THE ARMY

Displaying considerable knowledge about Army programs, schools, educational opportunities, etc.; providing accurate information about Army life; being up to date on changes in Recruiting Regulations and on other directives pertaining to program changes, eligibility for programs etc.; skillfully relaying information about BCT so that prospect/recruit is informed about what to expect but is not discouraged from joining the Army; answering questions about the Army in a competent manner.

9 or 10

## Extremely Effective Performance

- Consistently describes Army life accurately, honestly, and to the best of own knowledge; thoroughly prepares applicants for BCT and Army life.

- Consistently provides accurate information about Army benefits, education, etc.; when uncertain immediately obtains the correct information; provides detailed and complete information when appropriate and when asked.

- Studies and learns as much Army information as possible without decreasing recruiting time.

60. 93(F)/79(1) 40. 93(F)/64(1);36(2) 9. 71(F);14(2)/50(1);43(2)

6, 7, or 8

## Effective Performance

- Keeps current on the basics of all Army programs.

- Prepares applicants for recruitment process; when appropriate, describes parts of BCT and Army life to prospects.

- Competently answers most questions prospects ask.

92. 100(F)/64(2);29(1) 30. 87(F)/62(2);38(1) 50. 31(F);38(1)/54(2);46(3)

3, 4, or 5

## Marginal Performance

- Mentions specific aspects of BCT, programs, benefits, and life in the Army, but descriptions are often incomplete.

- Sometimes provides inaccurate information about programs, BCT, etc.

- Is not well informed or knowledgeable about many programs and benefits of the Army.

61. 93(F)/71(3);21(2) 69. 92(F)/85(3) 47. 93(F)/43(3);57(4)

1 or 2

## Ineffective Performance

- Frequently fails to prepare applicants for life in the Army; fails to brief the applicant about BCT; describes aspects of the Army irrelevant to a prospect.

- Spends little time in learning about Army programs, and so is unable to describe many of them for which an applicant is qualified.

- Often provides inaccurate information, thus causing recruits to expect events which never occur.

33. 86(F)/57(4);36(3) 25. 86(F)/79(4) 77. 93(F)/79(4)

# G. ORGANIZING SKILLS

Planning ahead; organizing time efficiently; completing paperwork accurately and on time; keeping track of appointments; not wasting time.

9 or 10

## Extremely Effective Performance

- Maintains a complete and accurate calendar of relevant community, school, and Army events and holidays; schedules meetings, interviews, physicals, etc., wisely in order to use own and others' time most efficiently.
- Finishes all paperwork accurately and on time; for example, when going on leave, all paperwork is complete prior to departing.
- Devises monthly, weekly, and daily plans, and follows them in order to achieve own and station goals; when changes in daily schedule occur, completes other necessary tasks.

41. 79 (G) / 79 (1)      29. 100 (G) / 79 (1)      13. 93 (G) / 93 (1)

6, 7, or 8

## Effective Performance

- Completes packets, forms, etc., on time with few errors; may collect information by phone to complete paperwork on time.
- Keeps a record of appointments and applicant physicals.
- Generally uses time efficiently; does paperwork at times when not likely to meet prospects; on out-of-town calls, often meets with others along the way.

53. 100 (G) / 93 (2)      96. 100 (G) / 86 (2)      35. 86 (G) / 64 (2); 29 (1)

3, 4, or 5

## Marginal Performance

- Completes paperwork either just barely in time, or not on time; errors in packets and PCRs are common; some forms are not sent in again, delaying enlistment process.
- Fails to use dead time wisely; for example, might spend an undue amount of time providing prospects and applicants with transportation.
- Tends to schedule appointments, physicals, etc., without considering other events.

82. 100 (G) / 57 (3); 36 (4)      10. 86 (G) / 57 (3); 36 (4)      57. 100 (G) / 79 (3)

1 or 2

## Ineffective Performance

- Packets invariably contain errors or are incomplete; consistently forgets to complete all the necessary forms.
- Does not maintain a record of appointments, and so may schedule two at the same time, or schedule appointments too closely together; misses appointments.
- Does not know what to do with time, needs to be told what to do.

46. 100 (G) / 57 (4); 36 (3)      31. 100 (G) / 64 (4); 36 (3)      72. 100 (G) / 100 (4)

# H. SUPPORTING OTHER RECRUITERS AND USAREC

Coordinating activities with other recruiters to maximize the productivity of the station and company; using own skills and/or time to support other Army recruiters when appropriate; pitching in to support orders and directives from higher levels; providing constructive feedback to other Army recruiters concerning their skills, style, etc.; providing helpful tips to new recruiters.

9 or 10

## Extremely Effective Performance

- Places station and battalion quotas above personal quotas/mission boxes; for example, will encourage prospects to sign up during current month if station needs enlistments, rather than next month when he/she personally needs more.
- Is always enthusiastic and works to build group spirit when other recruiters are down; enhances the team spirit even when he/she has personal problems; is always concerned about other recruiters' personal and professional difficulties and always helps them if possible.
- Consistently works with others to improve selling and interviewing skills; provides valuable feedback to other recruiters; always shares information such as important contacts which can increase station production or reduce technical red tape.

68. 100(H)/93(1) 45. 100(H)/79(1) 16. 100(H)/71(1); 29(2)

6, 7, or 8

## Effective Performance

- Contributes to station/battalion effectiveness by working to meet personal mission/quotas; occasionally works beyond accomplishing mission to meet station/battalion goals.
- Helps other recruiters with paperwork; answers their phone when they are out; may get transcripts or parental consent for other recruiters.
- Occasionally works with other recruiters to improve interviewing or selling techniques; shares with other recruiters prospects that he/she has attracted.

87. 100(H)/57(2); 43(1) 34. 100(H)/93(2) 62. 100(H)/79(2)

3, 4, or 5

## Marginal Performance

- Occasionally gives negative feedback to other recruiters, even when it isn't warranted; does not provide feedback to other recruiters when it is needed or they want it.
- Complains about production quotas/mission boxes or having to work extra time to get an appointment.
- Does not assist another recruiter when help is needed; gives ambiguous responses to other recruiters' questions; does not help new recruiters learn their job.

17. 100(H)/86(3) 88. 93(H)/71(3); 29(4) 26. 93(H)/14(3); 79(4)

1 or 2

## Ineffective Performance

- Is quick to take personal credit when station achieves goals and either doesn't care or is quick to blame others when the station does not; lets other carry the recruiting load.
- Interferes with the group effort by not answering the phone, neglecting to give messages to persons for whom intended, not communicating and coordinating schedule with others, or tying up the vehicles so other recruiters miss appointments.
- Is very temperamental and cannot get along with other recruiters; may inappropriately interrupt other recruiters' interviews.

42. 100(H)/38(4); 62(3) 11. 100(H)/44(4); 36(3) 76. 100(H)/86(4)

APPENDIX F

Final Army Recruiter Performance Rating Scales

ARMY RECRUITER  
PERFORMANCE CATEGORIES



## **CATEGORIES OF ARMY RECRUITER PERFORMANCE**

- A. LOCATING AND CONTACTING QUALIFIED PROSPECTS**
- B. GAINING AND MAINTAINING RAPPORT**
- C. OBTAINING INFORMATION FROM PROSPECTS AND DETERMINING THEIR NEEDS AND INTERESTS**
- D. SALES SKILLS**
- E. ESTABLISHING AND MAINTAINING GOOD RELATIONSHIPS IN THE COMMUNITY**
- F. PROVIDING KNOWLEDGEABLE AND ACCURATE INFORMATION ABOUT THE ARMY**
- G. ORGANIZING SKILLS**
- H. SUPPORTING OTHER RECRUITERS AND USAREC**

## A. LOCATING AND CONTACTING QUALIFIED PROSPECTS

"prospecting" effectively; contacting large numbers of persons likely to enlist in the Army; skillfully using the telephone, referrals, DEPs, advertising ideas, special events, etc., to contact and get the attention of civilians eligible for Army service; knowing where and when to prospect; ability to persist in prospecting and following up on leads even under considerable adversity; getting prospects into the office.

### 9 or 10

#### Extremely Effective Performance

- Displays exceptional ingenuity and energy in advertising the Army and in locating prospects.
- Makes very judicious use of referrals or persons recruited recently or placed in DEP/DTP to get names of qualified young men and women likely to join the Army.
- Is adept at using a variety of prospecting tools effectively: POR/prospect cards, advertising, REACT, school contacts, personal appearances, telephone.

### 6, 7, or 8

#### Effective Performance

- Uses a number of sources for prospecting such as unemployment offices, sports events, and employees at youth hangouts.
- Often persuades prospects to visit the recruiting office by using the telephone effectively or by talking to prospects in person.
- Follows up promising leads on potential recruits.

### 3, 4, or 5

#### Marginal Performance

- Is sometimes slow and unaggressive in pursuing leads and may not make good use of recruits or others in obtaining leads.
- Exerts effort prospecting, but does not seek prospects in optimal locations.
- Sometimes spends too much time with a prospect at the expense of contacting other prospects, or spends time with a person who is disinterested or has something else to do.

### 1 or 2

#### Ineffective Performance

- Possesses poor prospecting skills; is reluctant to make calls or may sound disinterested and bored when talking to prospects.
- Uses very few prospecting tools; waits for prospects to come to him/her; almost always fails to follow up on leads, even promising ones.
- Fails to become familiar with own recruiting zone, and thus lacks knowledge about sources of potential recruits.

## B. GAINING AND MAINTAINING RAPPORT

Building rapport with prospects in the office; gaining the trust and respect of prospects; adjusting to applicant's styles and acting appropriately with different types of applicants.

9 or 10

### Extremely Effective Performance

- Greets all prospects appropriately; is adept at setting them at ease and getting them to talk, regardless of their background, race, or personality; deals very effectively with persons of all races.
- Is adaptable, but not phony in acting with all types of prospects; maintains a sincere, courteous, and friendly atmosphere in the office.
- Answers prospects' questions politely and patiently, no matter how unimportant they seem; is excellent at establishing rapport over the phone or in person.

6, 7, or 8

### Effective Performance

- Is almost always able to put prospects at ease when they first enter the office.
- Expresses concern toward most prospects or DEPs and shows interest in their recruitment activities.
- Shows interest in most persons who enter the office and interacts with them in a warm and friendly way.

3, 4, or 5

### Marginal Performance

- Has a standard approach with all persons which, at times, is inappropriate, such as a manner of greeting, speech, or telling war stories.
- Occasionally appears disinterested when with a prospect; sometimes forgets an applicant's name.
- Is discourteous at times; for example, will sometimes interrupt an applicant while he/she is speaking.

1 or 2

### Ineffective Performance

- Ignores or is rude to applicants who do not seem, at first sight, to be "good soldiers."
- Performs other duties during an interview and/or otherwise gives an impression of being disinterested in prospects.
- Is cold and impolite upon initial meeting and answers questions in a disinterested, nonpersonable way.

### C. OBTAINING INFORMATION FROM PROSPECTS AND DETERMINING THEIR NEEDS AND INTERESTS

Listening skills; making accurate judgments about prospects' needs, goals and desires, etc., based on good interviewing skills; effectively obtaining information about prospects from other sources (e.g., high school principal) to assess their qualifications and needs; accurately assessing prospects' eligibility for various programs.

9 or 10

#### Extremely Effective Performance

- Always listens attentively to applicant and then asks the right questions at the right time so that applicant reveals both positive and negative information and his/her interests and capabilities.
- Always obtains relevant information about prospects' interests, abilities and, when applicable, needs for waivers by talking with prospects' school counselors, teachers, friends, and parents in a discreet, genuinely interested manner.
- Consistently remembers and analyzes information gathered from prospects to make wise suggestions about programs to consider; very rarely mismatches an applicant's interests with Army program requirements.

6, 7, or 8

#### Effective Performance

- Listens to individuals' reasons for considering the Army and asks questions about their interests.
- Usually makes necessary checks on applicants to determine their eligibility for enlistment; knows when specific checks are necessary; administers CAST properly.
- Tries to identify Army programs that are well suited for the applicant's needs, interests, and capabilities.

3, 4, or 5

#### Marginal Performance

- Sometimes talks too much without letting prospects or applicant talk enough; doesn't always learn enough about the individual to recommend appropriate programs.
- May check a few references to learn about an applicant but does not always make necessary checks.
- Suggests programs prematurely or suggests programs that do not result in a good match for the individual and the Army.

1 or 2

#### Ineffective Performance

- Ignores applicants' stated interests; doesn't probe to identify dominant buying motive.
- Learns very little from others about applicants; may fail to check references even when it is important to do so; may administer CAST improperly and lose or fail to obtain CAST results.
- Suggests programs applicant is either not qualified for or not interested in.

## D. SALES SKILLS

Skillfully persuading prospects to join the Army; using Army benefits and opportunities effectively to sell the Army; closing skills; adapting selling techniques appropriately to different prospects; effectively handling objections to joining the Army.

9 or 10

### Extremely Effective Performance

- Is able to sell almost any appropriate program to an applicant even when the applicant is set on a different program for which he/she does not qualify; describes Army life in an appropriate and convincing way for each prospect.
- Always knows when to close the sales presentation and start processing the paperwork; is excellent at "closing the sale."
- Knows just the right people to include or to mention while talking with a prospect; consistently identifies those benefits most likely to convince each prospect; is exceptionally effective and quick in handling objections about the Army or a program.

6, 7, or 8

### Effective Performance

- Is capable of selling several programs; shows films relevant to programs and to Army life; uses JOIN or the sales book effectively to help sell Army.
- Usually asks prospect if he/she is ready to enlist after presenting a convincing sales presentation about joining the Army.
- Often mentions specific benefits likely to persuade a prospect; describes Army life well; is prepared to handle frequently heard objections about the Army.

3, 4, or 5

### Marginal Performance

- Describes Army benefits, programs, and life in a way that is not always suited to the particular prospect.
- Sometimes misses opportunities to close a sale; for example, may oversell prospects after they say they are ready to enlist.
- Tends to emphasize benefits or aspects of Army life which are not very relevant or appealing to the particular prospect; may describe Army life, benefits, and programs in a bland, unenthusiastic manner.

1 or 2

### Ineffective Performance

- Often oversells a specific program and loses prospects when they don't qualify for it; neglects to describe important aspects of Army life, often resulting in lack of interest on part of prospect.
- Ignores criticisms of Army life a prospect makes; often confuses applicant with rambling or otherwise ineffective sale presentation.
- Is frequently unable to handle objections to joining the Army; may end a conversation when prospect states an objection.

# E. ESTABLISHING AND MAINTAINING GOOD RELATIONSHIPS IN THE COMMUNITY

Contacting and working effectively with high school counselors and principals, civic leaders, and others capable of helping recruiters to enlist prospects; building a good reputation for the Army by developing positive relationships with persons in the community; establishing and maintaining good relationships with parents and family of prospects; presenting a good Army image in the community.

9 or 10

## Extremely Effective Performance

- Is exceptionally adept at cultivating and maintaining excellent relationships with school counselors, teachers, principals, police, local business persons, and others who are important for getting referrals.
- Is innovative in informing community members about the Army; actively promotes the Army and makes friends for the Army while doing it.
- May volunteer off-duty time to work on community projects, celebrations, parades, etc.

6, 7, or 8

## Effective Performance

- For the most part, spends productive time with individuals such as police, city government, or school officials; may personally lunch with them, distribute calendars, appointment books, buttons, etc., to them, and/or invite them to COI luncheons.
- Arranges for COIs such Army activities as educator tours; keeps relevant persons informed of Army activities.
- Encourages principals, counselors, and other persons important to a prospect to call if they have any questions about the Army.

3, 4, or 5

## Marginal Performance

- Relationships with COIs and persons important to an applicant are distant and underdeveloped; rarely contacts school officials; keeps them waiting for information they want.
- Is not alert to opportunities to promote the Army; rarely volunteers off-duty time to promote the Army and is unenthusiastic when approached to do something for the community; rarely accepts speaking invitations.
- Is, at times, discourteous to persons in the community; for example, sends form letters to persons who have assisted him or other Army recruiters; is not always alert to the family's need for more information about the Army and the program in which their son or daughter enlisted.

1 or 2

## Ineffective Performance

- Does not contact high school counselors or others capable of helping him/her enlist prospects; does not accept speaking engagements; drives around in car instead of getting out and meeting people.
- Alienates persons in community or persons important to an applicant or recruit by ignoring them, not answering their questions, responding rudely, demanding information, encouraging high school students to drop out of school; does not appear at recruiting presentations for which he/she is scheduled.
- Presents negative image of the Army by doing things like driving while intoxicated or speeding; may express dislike for the Army or recruiting.

## F. PROVIDING KNOWLEDGEABLE AND ACCURATE INFORMATION ABOUT THE ARMY

Displaying considerable knowledge about Army programs, schools, educational opportunities, etc.; providing accurate information about Army life; being up to date on changes in Recruiting Regulations and on other directives pertaining to program changes, eligibility for programs etc.; skillfully reviewing information about BCT so that prospect/recruit is informed about what to expect but is not discouraged from joining the Army; answering questions about the Army in a competent manner.

9 or 10

### Extremely Effective Performance

- Consistently describes Army life accurately, honestly, and to the best of own knowledge; thoroughly prepares applicants for BCT and Army life.
- Consistently provides accurate information about Army benefits, education, etc.; when uncertain immediately obtains the correct information; provides detailed and complete information when appropriate and when asked.
- Studies and learns as much Army information as possible without decreasing recruiting time.

6, 7, or 8

### Effective Performance

- Keeps current on the basics of all Army programs.
- Prepares applicants for recruitment process; when appropriate, describes parts of BCT and Army life to prospects.
- Competently answers most questions from prospects about Army life, programs, BCT, etc.

3, 4, or 5

### Marginal Performance

- Mentions specific aspects of BCT, programs, benefits, and life in the Army, but descriptions are often incomplete.
- Sometimes provides inaccurate information about programs, BCT, etc.
- Is not well informed or knowledgeable about several programs and benefits of the Army.

1 or 2

### Ineffective Performance

- Frequently fails to prepare applicants for life in the Army; fails to brief the applicant about BCT; describes aspects of the Army irrelevant to a prospect.
- Spends little time in learning about Army programs, and so is unable to describe many of them for which an applicant is qualified.
- Often provides inaccurate information, thus causing recruits to expect events which never occur.

## G. ORGANIZING SKILLS

Planning ahead; organizing time efficiently; completing paperwork accurately and on time; keeping track of appointments; not wasting time.

9 or 10

### Extremely Effective Performance

- Maintains a complete and accurate calendar of relevant community, school, and Army events and holidays; schedules meetings, interviews, physicals, etc., wisely in order to use own and others' time most efficiently.
- Finishes all paperwork accurately and on time; for example, when going on leave, all paperwork is complete prior to departing.
- Devises monthly, weekly, and daily plans, and follows them in order to achieve own and station goals; when changes in daily schedule occur, completes other necessary tasks.

6, 7, or 8

### Effective Performance

- Completes packets, forms, etc., on time with few errors; may collect information by phone to complete paperwork on time.
- Keeps a record of appointments and applicant physicals.
- Generally uses time efficiently; does paperwork at times when not likely to meet prospects; on out-of-town calls, often meets with others along the way.

3, 4, or 5

### Marginal Performance

- Completes paperwork either just barely in time, or not on time; errors in packets and PORs are common; some forms are not sent in again, delaying enlistment process.
- Fails to use dead time wisely; for example, might spend an undue amount of time providing prospects and applicants with transportation.
- Tends to schedule appointments, physicals, etc., without considering other events.

1 or 2

### Ineffective Performance

- Packets invariably contain errors or are incomplete; consistently forgets to complete all the necessary forms.
- Does not maintain a record of appointments, and so may schedule two at the same time, or schedule appointments too closely together; misses appointments.
- Does not know what to do with time, needs to be told what to do.



## N. SUPPORTING OTHER RECRUITERS AND USAREC

Coordinating activities with other recruiters to maximize the productivity of the station and company; using own skills and/or time to support other Army recruiters when appropriate; pitching in to support orders and directives from higher levels; providing constructive feedback to other Army recruiters concerning their skills, style, etc.; providing helpful tips to new recruiters.

9 or 10

### Extremely Effective Performance

- Places station and battalion quotas above personal quotas/mission boxes; for example, will encourage prospects to sign up during current month if station needs enlistments, rather than next month when he/she personally needs more.
- Is always enthusiastic and works to build group spirit when other recruiters are down; enhances the team spirit even when he/she has personal problems; is always concerned about other recruiters' personal and professional difficulties and always helps them if possible.
- Consistently works with others to improve selling and interviewing skills; provides valuable feedback to other recruiters; always shares information such as important contacts which can increase station production or reduce technical red tape.

6, 7, or 8

### Effective Performance

- Contributes to station/battalion effectiveness by working to meet personal mission/quotas; occasionally works beyond accomplishing mission to meet station/battalion goals.
- Helps other recruiters with paperwork; answers their phone when they are out; may get transcripts or parental consent for other recruiters.
- Occasionally works with other recruiters to improve interviewing or selling techniques; shares with other recruiters prospects that he/she has attracted.

3, 4, or 5

### Marginal Performance

- Occasionally gives negative feedback to other recruiters, even when it isn't warranted; does not provide feedback to other recruiters when it is needed or they want it.
- Complains about production quotas/mission boxes or having to work extra time to get an appointment.
- Sometimes fails to assist another recruiter when help is needed; tends to give ambiguous responses to other recruiters' questions.

1 or 2

### Ineffective Performance

- Is quick to take personal credit when station achieves goals and either doesn't care or is quick to blame others when the station does not; lets other recruiters carry his/her recruiting load.
- Interferes with the group effort by not answering the phone, neglecting to give messages to persons for whom intended, not communicating and coordinating schedule with others, or tying up the vehicles so other recruiters miss appointments.
- Is very temperamental and cannot get along with other recruiters; may inappropriately interrupt other recruiters' interviews.

**APPENDIX G**

**Recruiter Selection Battery-Experimental (RSB-X)**

U.S. Army Research Institute  
Recruiter Selection Battery-Experimental  
(RSB-X)



U.S. ARMY RESEARCH INSTITUTE  
for the BEHAVIORAL and SOCIAL SCIENCES  
5001 Eisenhower Avenue  
Alexandria, Virginia 22333

### Privacy Act Statement

Public Law 93-573, called the Privacy Act of 1974, requires that you be informed of the purpose and uses to be made of the information that is collected.

The Department of the Army may collect the information requested in the RSB-X under the authority of 10 United States Code 137.

Providing information in this questionnaire is voluntary. Failure to respond to any particular question will not result in any penalty for the respondent.

The information collected in this survey will be used to improve upon present selection procedures for U.S. Army Recruiters.

The information will be used for research and analysis purposes only. The Army Research Institute, under guidance of the Office of the Deputy Chief of Staff for Personnel, has primary research and analysis responsibility.

### GENERAL INSTRUCTIONS

The RSB-X is composed of three parts. A separate answer sheet must be used for each part. Number your answer sheet 1, 2, and 3 to correspond with the appropriate test section. Use the special code section (column A) on side 1 of the answer sheet to reflect the answer sheet number.

There are no time limits to any parts of the RSB-X. However, you are encouraged to work quickly.

Before you begin Part I, be sure you have filled in all of the identifying information requested on the first answer sheet. Be especially careful to enter your Social Security Number correctly. The answer sheets for Parts II and III must also have your Social Security Number entered on them; however, the other identifying information can be left blank.

When you have completed filling in the answer sheet information sections, turn to the next page, read the instructions for Part I, and begin.

# PART I

## Descriptive Statement List

This section contains 100 statements concerning what a person does, thinks, or feels. Read each statement and decide if it is true or false for you and then mark your answer on the answer sheet. Fill in circle A if the statement is true or applies to you. Fill in circle B if it does not. Use Answer Sheet Number 1.

1. I enjoy hearing lectures on world affairs.
2. At a club or community meeting, I would enjoy standing up to try to convince to vote my way.
3. My memory is better than most other people's.
4. I would not enjoy being a politician.
5. The people I know who say the first thing they think of are some of my most interesting acquaintances.
6. I liked school.
7. I am apt to show off in some way if I get the chance.
8. People seem naturally to turn to me when decisions have to be made.
9. I must admit I often neglect to put things back where they belong.
10. I like to keep people guessing what I'm going to do next.
11. I often prefer to "play things by ear" rather than to plan ahead.
12. I prefer not to "open up" too much, not even to friends.
13. It is best not to overexert oneself in performing a task when other demanding tasks may follow.
14. Others think I am lively and witty.
15. I don't like to start a project until I know exactly how to proceed.
16. I must admit that I have a bad temper once I get angry.
17. If I hold an opinion that is radically different from that expressed by a lecturer, I am likely to tell him about it either during or after the lecture.
18. My work is planned and organized in detail before it is begun.
19. I like to have people talk about things I have done.
20. If I have a problem I like to work it out alone.
21. Sometimes I rather enjoy going against the rules and doing things I'm not supposed to.
22. My workspace is typically very neat.
23. I perform in public whenever I have the opportunity.
24. I find it difficult to ask people for money or other donations, even for a cause in which I am interested.
25. I like to stop and think things over before I do them.
26. As a child I used to be able to go to my parents with my problems.
27. My way of doing things is apt to be misunderstood by others.
28. Even when I have done something very well, I usually demand that I do better next time.
29. I hate to be interrupted when I am working on something.
30. I think I would enjoy having authority over other people.
31. People consider me a rather free-wheeling and spontaneous person.
32. I enjoy putting in long hours.
33. I think I would like the work of a school teacher.
34. I don't like to do anything unusual that will call attention to myself.
35. I feel comfortable in a somewhat disorganized room.
36. The members of my family were always very close to each other.
37. I must admit I am sometimes careless about things in an effort to get them done quickly.
38. In a group, I usually take the responsibility for getting people introduced.
39. I open up to others only when I'm sure they will accept me.
40. I work hard even if I don't think it will get me ahead.
41. I keep close track of where my money goes.
42. My parents have often disapproved of my friends.

43. I must admit I try to see what others think before I take a stand.
44. Life is no fun unless it is lived in a carefree way.
45. I often take it upon myself to liven up a dull party.
46. People say that I am methodical (that I do things in a systematic manner).
47. I have had very peculiar and strange experiences.
48. If I were to be in a play, I would want to play the leading role.
49. There have been a few times when I have been very mean to another person.
50. When I work on a committee, I like to take charge of things.
51. Society owes a lot more to the businessman and the manufacturer than it does to the artist and the professor.
52. My work is always well organized.
53. I find it really hard to give up on a project when it proves too difficult.
54. A person does not need to worry about other people if only he looks after himself.
55. I often crave excitement.
56. I am not a terribly ambitious person.
57. I must admit I often like to take "center stage" at a social event.
58. An ideal job would allow me to work on one task at a time.
59. I must admit I don't open up much to strangers.
60. I try to get others to notice the way I dress.
61. People say that I drive myself hard.
62. At times I have been very anxious to get away from my family.
63. When faced with a decision, I usually take time to consider and weigh all aspects.
64. I don't have a forceful or dominating personality.
65. I refuse to play some games because I am not good at them.
66. Sometimes people say I neglect important aspects of my life because I work so hard.
67. I was one of the quietest children in my group.
68. Most people feel that I act spontaneously.
69. Every citizen should take the time to find out about national affairs, even if it means giving up some personal pleasure.
70. In most ways the poor man is better off than the rich man.
71. I often do things on the spur of the moment.
72. I must admit I am a pretty fair talker.
73. Clever, sarcastic people make me feel very uncomfortable.
74. When I am going somewhere I usually find my exact route by using a map.
75. I certainly feel useless at times.
76. In my work I have learned not to demand perfection of myself.
77. I have had more than my share of things to worry about.
78. I think I am usually a leader in my group.
79. If I am not feeling well, I am somewhat cross and grouchy.
80. I like to be in the spotlight.
81. I often start projects with only a vague idea of what the end result will be.
82. I enjoy a good argument.
83. I could pull up my roots, leave my home, my parents, and my friends without suffering great regrets.
84. I push myself to my limits.
85. I'm not the type to be a political leader.
86. I don't think I'm quite as happy as others seem to be.
87. I am rather good at bluffing when I find myself in difficulty.
88. I usually don't like to be a "follower."
89. Life usually hands me a pretty raw deal.
90. With a little effort, I can "wrap most people around my little finger."
91. I tend to keep my problems to myself.
92. I often like to do the first thing that comes to my mind.
93. I do not like to organize other people's activities.
94. I am more of a "loner" than most people.
95. I often monopolize a conversation.
96. I often get disgusted with myself.
97. People consider me forceful.
98. I seek to avoid all trouble with other people.
99. I like to listen to symphony orchestra concerts on the radio.
100. If the pay was right, I would like to travel with a circus or carnival.

YOU HAVE COMPLETED PART I.  
 TURN THE PAGE AND BEGIN PART II.  
 USE YOUR SECOND ANSWER SHEET.

PART II  
Adjective Checklist

This section contains a list of 95 objectives. Please read each one quickly and decide if you consider the adjective to be descriptive of you. If you think that the adjective is descriptive of you, fill in circle A on your answer sheet. If it is not descriptive of you fill in circle B. Do not worry about contradictions, and do not spend too much time on any one adjective. Try to be frank and describe yourself as you really are, not how you would like to be. Remember--fill in circle A if the adjective describes you, circle B if it does not. Use Answer Sheet Number 2.

- |                   |                      |                    |
|-------------------|----------------------|--------------------|
| 1. adventurous    | 33. frank            | 65. progressive    |
| 2. aggressive     | 34. gentle           | 66. quiet          |
| 3. Anxious        | 35. good-natured     | 67. rational       |
| 4. appreciative   | 36. happy            | 68. reckless       |
| 5. argumentative  | 37. hasty            | 69. relaxed        |
| 6. arrogant       | 38. headstrong       | 70. reliable       |
| 7. bitchy         | 39. high-strung      | 71. religious      |
| 8. blunt          | 40. hostile          | 72. reserved       |
| 9. blustery       | 41. humorous         | 73. restless       |
| 10. boastful      | 42. independent      | 74. sarcastic      |
| 11. bold          | 43. individualistic  | 75. self-centered  |
| 12. calm          | 44. intuitive        | 76. self-denying   |
| 13. careful       | 45. involved         | 77. short-tempered |
| 14. casual        | 46. kind             | 78. show-off       |
| 15. cautious      | 47. light-hearted    | 79. shrewd         |
| 16. changeable    | 48. likable          | 80. stable         |
| 17. complaining   | 49. loud             | 81. steady         |
| 18. conscientious | 50. methodical       | 82. strong         |
| 19. conservative  | 51. modest           | 83. subjective     |
| 20. considerate   | 52. moody            | 84. tactful        |
| 21. contented     | 53. nervous          | 85. talkative      |
| 22. cooperative   | 54. opinionated      | 86. tense          |
| 23. daring        | 55. outgoing         | 87. tolerant       |
| 24. deliberate    | 56. outspoken        | 88. thorough       |
| 25. demanding     | 57. painstaking      | 89. touchy         |
| 26. dependable    | 58. patient          | 90. trusting       |
| 27. determined    | 59. peaceable        | 91. unassuming     |
| 28. disorderly    | 60. perfectionistic  | 92. uninhibited    |
| 29. egotistical   | 61. persevering      | 93. warm           |
| 30. enthusiastic  | 62. pleasure-seeking | 94. wholesome      |
| 31. excitable     | 63. praising         | 95. zany           |
| 32. forgiving     | 64. precise          |                    |

THIS COMPLETES SECTION A.  
GO ON TO SECTION B ON  
THE NEXT PAGE.

### Most Descriptive Adjective List

The purpose of this list is to obtain a picture of the traits you believe you possess and to see how you describe yourself. There are no right or wrong answers, so try to describe yourself as accurately and honestly as you can. For each pair of words decide which is MOST descriptive of you. On your answer sheet mark either A, or B, to indicate the adjective you have chosen as most descriptive of you.

- |  |   |  |
|--|---|--|
| 96. A. successful<br>B. happy                  | 111. A. mature<br>B. active                   | 126. A. inventive<br>B. opportunistic  |
| 97. A. unselfish<br>B. aggressive              | 112. A. loyal<br>B. confident                 | 127. A. reliable<br>B. organized       |
| 98. A. uninhibited<br>B. mechanically inclined | 113. A. curious<br>B. sympathetic             | 128. A. clever<br>B. interests wide    |
| 99. A. permissive<br>B. outspoken              | 114. A. conventional<br>B. sentimental        | 129. A. emotional<br>B. self-denying   |
| 100. A. affectionate<br>B. opportunistic       | 115. A. cooperative<br>B. initiative          | 130. A. thrifty<br>B. thorough         |
| 101. A. spontaneous<br>B. soft-hearted         | 116. A. pleasant<br>B. ambitious              | 131. A. curious<br>B. polished         |
| 102. A. orderly<br>B. jolly                    | 117. A. musical<br>B. stern                   | 132. A. sentimental<br>B. conventional |
| 103. A. imaginative<br>B. persuasive           | 118. A. contented<br>B. excitable             | 133. A. attractive<br>B. artistic      |
| 104. A. talkative<br>B. informal               | 119. A. fair-minded<br>B. leisurely           | 134. A. silent<br>B. spunky            |
| 105. A. relaxed<br>B. sociable                 | 120. A. progressive<br>B. good-natured        | 135. A. tactful<br>B. appreciative     |
| 106. A. wordy<br>B. painstaking                | 121. A. handy<br>B. competitive               | 136. A. trusting<br>B. praising        |
| 107. A. methodical<br>B. conforming            | 122. A. scientific<br>B. sharp-witted         | 137. A. alert<br>B. kind               |
| 108. A. thorough<br>B. practical               | 123. A. mechanically inclined<br>B. directive | 138. A. capable<br>B. athletic         |
| 109. A. changeable<br>B. unexcitable           | 124. A. generous<br>B. adventurous            | 139. A. responsible<br>B. creative     |
| 110. A. planful<br>B. independent              | 125. A. reflective<br>B. pleasure-seeking     | 140. A. attentive<br>B. determined     |

THIS COMPLETES PART II, TURN  
THE PAGE AND CONTINUE TAKING  
THE RSB-X BY COMPLETING  
PART III, THE BACKGROUND QUESTIONNAIRE.  
USE YOUR THIRD ANSWER SHEET.



### PART III

#### Background Questionnaire

The Background Questionnaire contains 136 questions concerning things that you may have done in the past. Read each question and all of its possible answers carefully, then select the one answer that is most appropriate for you. Blacken the matching circle on your last answer sheet. You should work quickly, but be as accurate as you can.

Turn to the next page and begin. Use Answer Sheet Number 3.

Background Questionnaire

1. How old are you now?
  - a. 20 or younger.
  - b. 21 to 25.
  - c. 26 to 30.
  - d. 31 to 35.
  - e. 36 or older.
2. How many years have you been in the military service?
  - a. 1-3.
  - b. 4-6.
  - c. 7-9.
  - d. 10-12.
  - e. 13 or more.
3. What is your pay grade?
  - a. E-4 or less.
  - b. E-5.
  - c. E-6.
  - d. E-7.
  - e. E-8 or higher.
4. Do you expect to make the military service your career?
  - a. Definitely yes.
  - b. Probably yes.
  - c. Undecided.
  - d. Probably not.
  - e. Definitely not.
5. Have you ever received an official letter of appreciation in the performance of your military or professional duties?
  - a. No.
  - b. Yes, one.
  - c. Yes, two or more.
6. Have you ever received a letter of commendation?
  - a. No.
  - b. Yes, one.
  - c. Yes, two or more.
7. Have you ever been given a formal counseling statement and/or received a formal letter of reprimand?
  - a. No.
  - b. Yes, once.
  - c. Yes, two or more times.
8. Have you ever received punishment under UCMJ?
  - a. No.
  - b. Yes, once.
  - c. Yes, twice.
  - d. Yes, three or more times.
9. Prior to military service, in how many different cities or towns had you lived?
  - a. 1.
  - b. 2 or 3.
  - c. 4 to 6.
  - d. 7 to 9.
  - e. 10 or more.
10. What was the highest school grade that you completed?
  - a. Never went beyond elementary school.
  - b. Some high school.
  - c. Graduated from high school.
  - d. Some college.
  - e. Graduated from college.
11. How often did you disagree with your parents concerning things in general?
  - a. We never disagreed.
  - b. We rarely disagreed.
  - c. We disagreed occasionally, but not often.
  - d. We disagreed often.
  - e. We hardly ever agreed.
12. How were you usually punished as a child?
  - a. Punished physically.
  - b. Reprimanded verbally, or deprived of something.
  - c. Told how you should have acted.
  - d. Warned not to do it again, but seldom punished.
  - e. Sent to bed.
13. What is your present marital status?
  - a. Single.
  - b. Married, no children.
  - c. Married, one or more children.
  - d. Widowed.
  - e. Separated or divorced.
14. How old were you when you got married?
  - a. Not married.
  - b. Less than 18 years old.
  - c. 18 to 20 years old.
  - d. 21 to 25 years old.
  - e. Over 25 years old.
15. How many times have you been married?
  - a. None.
  - b. Once.
  - c. Twice.
  - d. Three times.
  - e. Four or more times.

16. Which best describes how your spouse feels about your present living quarters?
- Would like different size living quarters.
  - Would like help with care of the living quarters.
  - Satisfied with present living quarters.
  - Would like to move to another neighborhood or community.
  - Something else, or not married.
17. How would you characterize your present home?
- Extremely happy.
  - More happy than most.
  - About average.
  - A little less happy than the average.
  - Something else, or does not apply.
18. How many persons, not including yourself, are dependent upon you for all or most of their support?
- None.
  - 1.
  - 2 or 3.
  - 4 or 5.
  - More than 5.
19. In which of the following groups of social organizations have you participated most frequently in recent years?
- Athletic and recreation clubs—bowling, golf, tennis, chess, bridge, photography.
  - Fraternal and cultural societies—Elks, Masons, K of C, IOOF, YMCA/YWCA, college fraternity or sorority, dramatics, debating, bible class, etc.
  - Civic and political organizations—Lions, Rotary, Kiwanis, Chamber of Commerce, Young Republicans, American Legion, Parent/Teachers Association, etc.
  - Business organizations—trade union, sales club, American Management Assoc., professional societies, granges, etc.
  - Other kinds of organizations.
  - None.
20. How many evenings a week do you usually go out for fun?
- Less than one.
  - One.
  - Two.
  - Three.
  - Four or more.
21. What is your attitude toward social gatherings?
- You enjoy them thoroughly.
  - You enjoy them if they are not too frequent.
  - You are somewhat indifferent to them.
  - You believe they are a waste of time, but you go occasionally.
  - You avoid them as completely as possible.
22. Do you prefer to talk to or visit with:
- One close friend.
  - One or two casual acquaintances.
  - A small group.
  - A large audience.
  - Members of your immediate family.
23. What has been your experience with people?
- There is a lot of good in all people.
  - There is some good in most people.
  - People are about as good as they have to be.
  - A surprising number of people are mean and dishonest.
  - Most people are just no good.
24. In which of the following groups of social organizations have you most frequently held office (president, secretary, chairman of committee, etc.)?
- Athletic and recreational clubs—bowling, golf, tennis, chess, bridge, photography.
  - Fraternal and cultural societies—Elks, Masons, K of C, IOOF, YMCA/YWCA, college fraternity or sorority, dramatics, debating, bible class, etc.
  - Civic and political organizations—Lions, Rotary, Kiwanis, Chamber of Commerce, Young Republicans, American Legion, Parent/Teachers Association, etc.
  - Business organizations—trade union, sales club, American Management Association, professional societies, granges, etc.
  - Other kinds of organizations.
  - None.
25. During your youth when teams were being chosen for games, were you usually picked:
- Near the first.
  - Around the middle.
  - Near the end.
  - Was usually one of those doing the choosing.
  - Very seldom had time to play games.
26. How do you usually behave in a group session with your peers?
- Express your views and often sway the group.
  - Express your views but often don't sway the group.
  - Reluctant to express your views, but they are usually well received.
  - Reluctant to express your views and unsure of their reception.
  - Don't usually participate.
27. Given the choice, would you prefer to:
- Persuade others.
  - Order others.

28. Which one of the following has helped you most in getting along with people?
29. Decision making as a major part of a job:
30. Comparing yourself to others you work with, how do your decisions seem to stack up on quality?
31. Viewing yourself as objectively as possible, would you describe yourself as:
32. When you have a chance, how do you lead people?
33. Which of the following is the most difficult for you to do?
34. Concerning your present and future activities do you:
35. When you take a vacation, which do you prefer?
36. When you go on a vacation trip in your own car do you tend to:
37. When you have been away from home on a vacation do you usually:
38. When you are reading and come across a word you don't know, what do you usually do?
39. When someone fails to pay you back money they borrowed do you:
40. Under usual conditions how often do you attend religious services?
41. Which do you enjoy most?
- Following good human relations principles.
  - Standing up for your rights.
  - Giving others a lot of attention.
  - Not changing your views if you think you are right, despite pressure.
  - Recognizing when it is necessary to change your mind.
- Is your "meat."
  - You can take it or leave it.
  - You like to narrow things down to two or three alternatives, but prefer someone else to take it from there.
  - Definitely not for you.
- In most instances, my decisions are better.
  - About the same as decisions of others.
  - In most instances, my decisions are poorer.
  - Rarely make decisions.
- Aggressive.
  - Occasionally aggressive but typically not.
  - Passive.
- By driving them.
  - By showing them.
  - By kidding them into going along.
  - By setting an example.
  - Some other way.
- Write reports.
  - Sell ideas to the boss.
  - Reprimand someone.
  - Speak before a large group.
  - Sell others on the importance of getting a job done.
- Make precise, detailed plans.
  - Make broad, general plans.
  - Make few plans, "let nature take its course."
- Like to plan it down to the last detail.
  - Like to make general plans, but let details take care of themselves.
  - Like to take spontaneous trips.
  - Never take a vacation, or just work or loaf around home.
- Make no unnecessary stops until you get where you are going.
  - Stop at planned points along the way.
  - Detour or stop whenever something interests you.
  - Sometimes get sidetracked and don't get to original destination.
  - Never make trips of this sort.
- Start back as late as possible.
  - Start back as planned.
  - Start back earlier than you actually have to.
  - Arrive back later than you were supposed to.
- Keep right on reading.
  - Immediately look it up in the dictionary.
  - Sometimes look it up depending on the context it is used in.
  - Make a mental note to look the word up at a later date.
- Always ask them for it.
  - Usually ask them for it.
  - Seldom ask them for it.
  - Never ask them for it.
  - None of the above.
- Every week.
  - At least three times a month.
  - Once or twice a month.
  - On special occasions only.
  - Do not attend religious services.
- A good "bull" session.
  - Working or studying hard.
  - Listening to music or reading for pleasure.

42. About how often do you spend an evening at home sitting around and reading?
- Practically never.
  - Rarely.
  - Occasionally.
  - Frequently.
43. Which of the following is most important to you?
- Professional status or authority.
  - Money.
  - Family and friends.
  - Religion.
  - Recreation.
44. Which one of the following types of radio or TV programs do you like the best?
- News or sports events.
  - Operas, symphonies or concerts.
  - Comedy or variety programs.
  - Plays or dramatic series.
  - Practically never listen to radio or TV.
45. Which of the following activities gave you the greatest pleasure while in high school?
- Participation in or attending organized high school sports events.
  - Social interaction with other students—dancing, dating, etc.
  - Participation in organized school activities including plays, band, and student government.
  - Achieving academic success and recognition.
  - None of these.
46. Which of the following did you most enjoy participating in during your school years?
- Athletic teams.
  - Social groups—fraternity or sorority.
  - School club or group—debating team, political science club, band, etc.
  - Honor roll.
  - Never had an opportunity to be a member of these groups while in school.
47. How do you compare with your friends in athletic ability?
- You are very much better than most.
  - You are a little better than average.
  - You are about average.
  - You are a little poorer than most.
  - Your friends are very much better than you.
48. When a man reaches age 65, should he:
- Retire and enjoy life.
  - Continue working, stay active.
  - Continue working only if he can't afford to retire.
  - Retire only in ill health.
49. With regard to taking risks, which best describes you?
- Hardly ever take a risk.
  - Sometimes take a risk.
  - Generally take a risk.
  - I'm a gambler at heart.
50. Which of the following do you look forward to most in your leisure time?
- A chance to rest and relax.
  - A chance to putter around.
  - A chance to be with other people.
  - A chance to get outdoors or be active.
  - A chance to be alone with my thoughts.
51. Which of the following comes closest to describing your political view?
- A radical.
  - A liberal.
  - A conservative.
  - A middle-of-the-roader.
52. In the past, how have you reacted to competition?
- Have done my best in competitive situations.
  - Have been unaffected by it.
  - Have done all right, but haven't liked it.
  - Unfavorably.
  - In some other way.
53. Which one of the following factors do you believe to be the most important in determining whether a person in your profession will be successful or not?
- General intelligence.
  - Interest.
  - Personality.
  - Ability to understand how other people feel.
  - Something else.
54. How many cigarettes do you usually smoke each day?
- None.
  - Half a pack.
  - One pack.
  - Over a pack.

55. How often do you drink beer, wine or liquor?
- Never.
  - Daily.
  - Weekly.
  - Monthly.
56. When you have a cold, headache, or other minor illness, which do you most often do?
- Stay home.
  - Stay on the job, but take it easy.
  - Ignore it.
57. Up to the age of 21 years, how often did you suffer minor illnesses?
- More often than the average person.
  - About as often as the average person.
  - Less often than the average person.
  - Never.
58. In recent years, has your health been:
- Excellent.
  - Good.
  - Fair.
  - Poor.
  - Sometimes good and sometimes poor.
59. How many hours of physical exercise did you average during the past two or three months?
- None.
  - 1 or 2 hours.
  - 3 or 4 hours.
  - 5 or 6 hours.
  - 7 or more hours.
60. To what extent do you read daily newspapers?
- Read one or more newspapers thoroughly each day.
  - Read parts of a newspaper each day.
  - Read parts of more than one newspaper each day.
  - Read a newspaper two or three times per week.
  - Almost never read a newspaper.
61. What do you feel has been your major accomplishment outside of work?
- Family activities.
  - Community activities.
  - Development of yourself.
  - Development of your social activities.
  - Something else.
62. How old were you when you went on your first date?
- 10 to 13 years old.
  - 14 to 15 years old.
  - 16 to 17 years old.
  - 18 or older.
63. At what age did you start drinking?
- 12 or younger.
  - 13 to 16.
  - 17 to 21.
  - 22 or over.
  - Never drank.
64. At what age did you begin to smoke?
- 12 or younger.
  - 13 to 16.
  - 17 to 21.
  - 22 or over.
  - Never smoked.
65. When working on a project, do you do it over and over until it really expresses what you mean?
- Often.
  - Occasionally.
  - Sometimes.
  - Rarely.
66. When you were ill as a child, what action did your family generally take?
- Called a physician.
  - Applied home remedies.
  - "Let nature take its course."
  - None of the above.
67. At what stage in your life has your physical health been best?
- Pre-school period.
  - Grade school period.
  - High school period.
  - College period.
  - Adult life.
68. What have you done—or would you do—if a fellow worker had personal habits which you disliked?
- Be friendly and hope he would improve.
  - Ask him directly to stop, if he were annoying me.
  - Try to help him to improve his bad habits by pointing them out to him.
  - Ignore him and his habits as much as possible.
  - None of the above.

69. How often do you find that your first impression of a person is the right one?

- a. Always.
- b. Often.
- c. Occasionally.
- d. Rarely.
- e. Never.

70. When the "odds" are running against you (in something important) do you:

- a. Concede the point or situation.
- b. Persist more than most people would.
- c. Stick to your guns come what may.
- d. Sometimes concede, sometimes persist, depending on the situation.
- e. Something else.

71. Where did most of your spending money come from during the years you were in high school?

- a. Allowance from family.
- b. My own earnings.
- c. Partly allowance, partly earnings.
- d. Other sources.
- e. Had no spending money.

72. How much reserve—savings, government bonds, etc.—do you feel a person needs for emergencies?

- a. Less than \$100.
- b. \$100 to \$499.
- c. \$500 to \$999.
- d. \$1,000 to \$4,999.
- e. \$5,000 or over.

73. Would you describe your father as:

- a. A "pal" who was more like an older companion than a parent.
- b. A formal sort of person.
- c. A domineering person who gave me close attention and supervision.
- d. A person with other interests that seemed to detract from attention to the family.
- e. None of the above.

74. How did your parents feel on the subject of your career?

- a. Had very strong feelings and outlined what they wanted me to do.
- b. Were interested and helped me outline what I wanted to do.
- c. Were interested, but did not understand what I wanted to do.
- d. Showed little or no interest.
- e. Actively opposed what I wanted to do.

75. How often were you allowed to use the family car?

- a. Had my own, didn't need to use the family car.
- b. As often as I asked.
- c. As often as I asked and my parents were not using it.
- d. Seldom, or only on special occasions.
- e. Parents did not own a car.

76. How did your parents feel about the marks you made in school?

- a. Were very pleased.
- b. Were satisfied but thought I should do better.
- c. Did not care about marks as long as I did my best.
- d. Did not care about marks as long as I passed.
- e. Paid very little attention to my marks.

77. With respect to his work did your father usually:

- a. Ask for suggestions at home concerning his problems?
- b. Talk about his problems but did not ask for suggestions.
- c. Did not discuss his problems at home.
- d. Complained and worried about his problems at home.
- e. None of these.

78. For how many years did you belong to youth group—such as Boy/Girl Scouts, Campfire Girls, etc?

- a. 1 year or less.
- b. 2 or 3 years.
- c. 4 or 5 years.
- d. 6 years or more.
- e. Did not belong to a youth group of this type.

79. When you made a wrong choice regarding a difficult decision, did you:

- a. Forget it because there was nothing I could do about it.
- b. Try to forget it but it kept popping up in my mind.
- c. Condemn myself for making such a mistake.
- d. Feel I made the best choice I could at the time.
- e. Something else.

80. Did you work while in high school?

- a. Yes, earned spending money.
- b. Yes, earned clothing money.
- c. Yes, earned board.
- d. Yes, earned room.
- e. No.

81. Which one of the following techniques of disciplining a child would you use most frequently?
- a. Denying the child some material pleasure.
  - b. Encouraging the child by pointing out good behavior.
  - c. Leaving decisions up to the child after discussion.
  - d. Trying to reason with the child.
  - e. Punishing or spanking the child, letting the child know why he/she is being punished.

82. What did you usually do during your high school days when you found work hard to understand?
- a. Asked parents or teachers for help.
  - b. Asked classmates for help.
  - c. Paid closer attention in class.
  - d. Did extra reading or work until problem solved.
  - e. Other, or never had trouble understanding.

83. Which do you feel has been your most outstanding positive experience in your school life?

- a. Popularity with classmates.
- b. Popularity with teachers.
- c. Close friendships.
- d. Achievement in sports.
- e. Achievement in school.

84. When you were in high school, how much part-time work did you do per week?

- a. None.
- b. Less than 5 hours.
- c. 5 to 10 hours.
- d. 10 to 20 hours.
- e. More than 20 hours.

85. What was your standing in your high school class?

- a. Upper 10 percent.
- b. Upper 25 percent.
- c. Above average (upper 50 percent).
- d. Average.
- e. Below average (lower 50 percent).

86. How do you want people to feel about you?

- a. Feel I am capable.
- b. Feel I am tough but fair.
- c. Feel I am a "nice guy."
- d. Feel I am exceptionally intelligent.
- e. None of these.

87. How have you reacted to the opportunities that have been presented to you?

- a. I have taken advantage of every opportunity.
- b. I have generally tried to take advantage of any opportunity.
- c. I have taken advantage of some and not of others.
- d. I have not had too many opportunities, but have taken advantage of the ones I have had.
- e. I have failed to take advantage of any opportunities presented.

88. Which of the following are you most likely to do when angry?

- a. Storm around for awhile letting off steam.
- b. Try not to show that I am angry at all.
- c. Never let my temper get the best of me.
- d. Talk it over with someone.
- e. Try to keep away from everybody for awhile.

89. When you have a restless or sleepless night, what is the usual reason?

- a. Family or personal problems.
- b. Work problems.
- c. Financial worries.
- d. Not feeling well physically.
- e. Some other reason.

90. Which one of the following do you think is closest to describing you?

- a. Difficult to really get to know.
- b. Have some really close friends and a number of acquaintances.
- c. Friendly and easy going, have a lot of friends.
- d. Very jolly, the "life of the party" type.
- e. Find it extremely difficult to describe myself.

91. In the course of a week, which of the following gives you the greatest satisfaction?

- a. Being told you have done a good job.
- b. Helping people solve their problems.
- c. Being with your family and close friends.
- d. Having free time to use as you please.
- e. None of these.

92. Which one of these characteristics bothers you most in people you meet?

- a. Bragging.
- b. Shyness.
- c. Lack of initiative.
- d. Being very competitive.
- e. Lack of imagination.



93. Would you like to live over any parts of your childhood?
- a. Would enjoy living over again the time when I used to date.
  - b. Would like to live over again the time before I started going to school.
  - c. Would like to live over again the time when I was in school.
  - d. Childhood was fine, but living it over again doesn't interest me.
  - e. Dislike thinking much about my childhood.

94. When you need to solve a tough work problem, which of the following would you be most likely to do?

- a. Sit down and figure it out myself.
- b. Talk it over with my spouse or friends.
- c. Talk it over with my co-workers.
- d. Talk it over with my boss or other superiors.
- e. Let it ride for awhile, then tackle it with a fresh eye.

95. Which one of the following qualifications was most important to the success of the best supervisor you have ever known?

- a. Ability to deal effectively with people.
- b. Ability to keep the pressure on until the job is done.
- c. Knowledge of the technical aspects of administration.
- d. Ability to size up a situation and act accordingly.
- e. Technical knowledge.

96. Would your choice of an ideal job be one which:

- a. Allowed a great amount of interaction with other people.
- b. Would require working with a small group.
- c. Would allow you to work closely with one other person.
- d. Would allow you to work by yourself.

97. How fast do you usually work?

- a. Much faster than most people.
- b. Somewhat faster than most people.
- c. At about the same pace as most people.
- d. Somewhat slower than most people.
- e. Much slower than most people.

98. In judging the people you work with, which trait do you disapprove of most?

- a. Laziness or indifference.
- b. Lack of imagination.
- c. "Apple polishing."
- d. Sloppiness in work.
- e. Something else.

99. Which of these do you dislike most in a job?

- a. Confusion.
- b. Inefficiency.
- c. Personal bad feeling.
- d. Lack of a chance to progress.

100. Which one of the following have you liked most in any job you have held?

- a. Work hours that are regular.
- b. Always the same kind of work.
- c. Safe working conditions.
- d. Working in one set place.
- e. Not more than one boss to please.

101. Which one of the following do you feel has been the most important for your success?

- a. Ability to get along with co-workers.
- b. Ability to get along with supervisors.
- c. Ability to organize details of work.
- d. Skills and experience.
- e. Ability to meet and deal with many people.

102. When you were small and adult visitors came to your house, you usually:

- a. Were coached in advance on what you should do.
- b. Were not permitted to be in the room with the guest.
- c. Were permitted to be in the room if you remained quiet.
- d. Were permitted to participate in the conversation.
- e. Did something else.

103. During your teens, when your family was together for an evening, you would usually:

- a. Talk over subjects of general interest.
- b. Talk about the personal problems you had throughout the day.
- c. Play games together.
- d. Watch television or listen to the radio.
- e. Concern yourselves with your own activities.

104. To what degree do you feel that your present job makes use of your abilities and capacities?

- a. Really feel pushed most of the time.
- b. Keeps me on my toes, feel stimulated and challenged.
- c. Can handle the work with ease.
- d. Sometimes wish the job was more difficult and challenging.

105. How do you feel about the routine paperwork on the job?
- It is excessive.
  - There is quite a lot, but you can put up with it.
  - There is a lot, and something should be done to reduce it.
  - There is a lot, but most of it is really necessary.
  - You rather enjoy it.
106. Which one of the following fields of work offers the most opportunity for a young person today?
- Sales.
  - A profession such as law, medicine, science.
  - A craft or skilled trade such as plumber, carpenter, or electrician.
  - A technical trade such as electronics or computers.
  - The military service.
107. When you are late for an engagement, you usually:
- Act as though you are not late.
  - Give an explanation only if you are asked for one.
  - Make a brief apology.
  - Explain in some detail to justify your lateness.
  - I am practically never late for engagements.
108. Of the following, it is most difficult to openly agree with a subordinate who has:
- Broken a rule.
  - Gone beyond his authority.
  - Complained about an injustice done to him.
  - Changed a method without consulting me.
  - I probably would never agree with a subordinate who did any of the above.
109. Where would you belong in a list of 100 typical people in the kind of job you can do best?
- In the top 5%.
  - In the upper third (but not in the top 5%).
  - In the middle third.
  - In the lowest third.
110. Which do you feel was the most important in forming your convictions about the meaning of life and how to live?
- My parents.
  - Discussions with close friends.
  - Religious training.
  - My own observations and thoughts.
  - Another source.
111. Generally, in your work assignments would you prefer:
- To work on one thing at a time.
  - To work on a couple things at a time.
  - To have many things "on the fire" simultaneously.
112. When you were a child, did you feel that you received adequate recognition from your teachers for your work in school?
- Almost always.
  - Usually, but not always.
  - In a moderate amount.
  - Sometimes, but not often.
  - Almost never.
113. About the best indication of man's worth is how well he does his job.
- Definitely.
  - Probably agree.
  - Not sure.
  - Probably disagree.
  - Definitely disagree.
114. Do you make a list of things to do when you know you will have a busy day?
- Yes, always.
  - Yes, usually.
  - Yes, sometimes.
  - Yes, but only rarely.
  - No, never.
115. How well have you felt you were able to understand the feeling of others?
- Very well.
  - Pretty well.
  - Fairly well.
  - Not very well.
116. I notice little things about a person or situation that others overlook.
- This happens to me almost all the time.
  - This often happens to me.
  - This has happened to me several times, but I wouldn't say this is generally true of me.
  - This very seldom happens to me.
  - This never happens to me.
117. What is your spouse's job status?
- Spouse not employed.
  - Spouse employed part-time.
  - Spouse employed full-time.
  - I am not married.

118. Some people easily become involved in a task while others seldom really "dig into" a task or job. How involved do you usually become in a task or job?

- a. I often have trouble sticking with it; other things almost always seem to come up to distract my attention.
- b. I sometimes become involved in a task or job that interests me greatly, but most of the time I quickly lose interest.
- c. I often become heavily involved in a task or job provided it's of interest to me.
- d. I almost always become engrossed in tasks or jobs.

119. How do you feel about the amount of time you normally have to perform your job?

- a. Have time for everything without feeling pushed.
- b. Wish you had a little more time to plan and to think.
- c. Necessary to keep pushing to get everything done.
- d. Very hard to do what is expected of you in the time available.
- e. Never seem to have enough time to do everything.

120. In getting ahead in the Service the most important thing is to:

- a. Avoid being blamed for mistakes.
- b. Get along well with supervisors.
- c. Do high quality work.
- d. Gain seniority
- e. Something else.

121. Working with others on the job:

- a. Makes the work more pleasant.
- b. Increases tensions.
- c. Interferes with getting the work done.
- d. Helps by providing new ideas and giving support.
- e. Does not make much difference.

122. On any job you have had, problems that you have run into have sometimes come from:

- a. Blowing your top when under pressure.
- b. Pushing your ideas too fast.
- c. Reprimanding others too much for minor errors.
- d. Not following through on your work.
- e. Relying too much on others to do details.

123. When you were in school, you felt that the best way to get good marks in your subjects was to:

- a. Keep your homework up to date and of high quality.
- b. Cram before exams.
- c. Ask for and complete additional assignments.
- d. Take a very active part in class discussions.
- e. Do something else.

124. The amount of recognition which you receive for your accomplishments is:

- a. None at all.
- b. Occasional recognition but not often.
- c. About as much as anyone else.
- d. As much as is deserved.
- e. Sometimes more than is deserved.

125. When you have a free afternoon or evening to spend alone, you are most likely to:

- a. Attend a movie.
- b. Watch television.
- c. Listen to music.
- d. Read, or work on a hobby.
- e. Do something else.

126. Have you ever requested MOS reclassification?

- a. Yes
- b. No

127. Why did you request MOS reclassification?

- a. I didn't.
- b. I wished to broaden my experience.
- c. I wanted to gain specific training.
- d. I needed a change of pace.
- e. I preferred another type of work.
- f. I was bored in my old job.
- g. I disliked my work.

128. Have you ever requested duty as a recruiter?

- a. Yes.
- b. No.
- c. No, but I would be interested in it.

129. Have you ever requested duty as a Drill Sergeant?

- a. Yes.
- b. No.
- c. No, but I would be interested in it.

130. Have you ever requested to be on a Battalion or higher staff?
- a. Yes.
  - b. No.
  - c. No, but I would be interested in it.

131. Have you ever requested duty as an instructor or trainer?
- a. Yes.
  - b. No.
  - c. No, but I would be interested in it.

From the next five items (items 132-135) decide which would be your most preferred duty and fill in a circle A on your answer sheet next to that item number. Then fill in circle B next to the item number of your second choice. Continue in this way until you have filled in circle C for your third choice, and finally circle D for your least preferred duty.

132. Drill Sergeant.

133. Battalion or higher staff.

134. Instructor or trainer.

135. Recruiter.

136. When thinking of your next duty station which is more important—the location or the type of duty?

- a. Type of duty is a lot more important than location.
- b. Type of duty is a little more important.
- c. Type of duty and location are equally important.
- d. Location is a little more important than type of duty.
- e. Location is a lot more important.

137. How do you feel about your selection as a recruiter candidate?

- a. Super
- b. I'm open minded and optimistic.
- c. I'm open minded but concerned.
- d. I'm concerned.
- e. I'm reluctant to be a recruiter.
- f. I'm opposed to the idea.

YOU HAVE COMPLETED THE RSB-X. CHECK TO MAKE SURE THAT YOU HAVE ANSWERED ALL PARTS OF THE BATTERY, AND FILLED IN ALL APPLICABLE IDENTIFYING INFORMATION ON YOUR ANSWER SHEET. WHEN YOU HAVE FINISHED CHECKING, RETURN THE BOOKLET AND ANSWER SHEET TO THE TEST ADMINISTRATOR.